PROGRAM REVIEW Fall 2019

Program: Psychology-Counseling
Division: Student Services
Date: October 21, 2019
Writer(s): Michael Schwarz, Kimberly Burks, Gabriela Discua, Joel Gagnon, Jared Howard, Marina Lira
SLO/SAO Point-Person: None (addressed in Section 1F)

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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

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 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

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 Snapshot 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.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

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 is available, 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. **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: https://bit.ly/2IYaFu7

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

The overall PCN program trends are as follows:

1. Student Enrollments: Our fall enrollments are trending upward, while our spring enrollments are decreasing. The decrease in enrollments from spring 2018 to spring 2019 may be attributed to a 13% decrease in the percentage of concurrently enrolled students between the relative terms. This was to be expected as we ran a PCN 25 College Transition pilot in spring 2018 that may have positively correlated to an 11% increase of percent-comparison of concurrently enrolled students between spring 2017 and 2018.
2. Race – Ethnicity: While there we no significant changes in enrollments across student racial populations in the fall, there was a 9% increase in the percentage of enrollments for student racial populations who do not identify as white and an 8% decrease in percentage of enrollments for white students. This, too, may be attributed to the decrease of concurrently enrolled students. Additional data would need to be gathered to assess access and enrollment perspectives for concurrently enrolled students by race-ethnicity.
3. While there appears to be other significant increases in percentage of enrollments for continuing students, first-year students, full-time, and a significant decrease in % Part-time (.5 – 5.5), may differences may correlate with the PCN 25 pilot in spring 2018.
4. In comparison to last year, there were significant increases in enrollments for continuing students (7%) and with first-year students (5%) mostly attributed to the spring semester increases for these student groups.
5. Overall, our DE enrollments are on an increase for DE only students and students who are both F2F and DE, with DE being slightly down when assessing spring only.
6. There are no significant changes in the overall success rates. However, there are shifts in success rates. African American and Hispanic-LatinX student rates have increased (3%). There is a shift downwards for White students (2%), students with disability (2%) and a significant decrease in success rates for Filipino students (6%). There is a (3%) increase with F2F success rates with a 4% decrease in DE success rates.

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

C. 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:

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

<table>
<tr><td colspan="4">Not applicable.</td></tr>
<tr><td colspan="2">Mark an X before each area that is addressed in your response.</td><td colspan="2">Definitions of terms: https://bit.ly/2LqPxOW</td></tr>
<tr><td>Community Partnerships/Outreach</td><td>Facilities, Supplies and Equipment, Software</td><td>LPC Planning Priorities</td><td>Services to Students</td></tr>
<tr><td>Course Offerings</td><td>Financial/Budgetary</td><td>LPC Collaborations</td><td>SLO/SAO Process</td></tr>
<tr><td>Curriculum Committee Items</td><td>Human Resources</td><td>Pedagogy</td><td>Student Equity</td></tr>
<tr><td>External Factors</td><td>Learning Support</td><td>Professional Development</td><td>Technology Use</td></tr>
</table>

D. **Accomplishments: What plans from the 2018 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. Please highlight any positive impacts to students.**

For Psychology-Counseling:

1. Increase in the number of course offerings at times and in formats that have shown strong enrollments: Late-Start, Fast-Track, Summer, Distance Education – PCN course offerings are tailored each semester based in part on enrollment in previous semesters. Late-start/Fast-track courses have been helpful for students needing coursework to maintain eligibility for student transfer, athletics, financial aid, international student attendance, as well as full-time status for external reasons (including insurance eligibility).

2. Suspension of all Transition to College sections, and discussion alternatives, partially in response to updated AB 705 assessment standards, new online orientation, and Guided Pathways.

3. Development of a pathway, and offering new and revised curriculum in support of the AA-T in Social Work and Human Services. Program map for AA-T Social Work has been created.

4. Ongoing requests for multiple counselor/instructor positions through the Faculty Hiring Prioritization process, to support the diverse needs of our growing student population – requests have been made for the 2019-2020 academic year. Although the primary assignment of requested faculty will be to counseling duties, they will be available for instruction, as well.

<table>
<tr><td colspan="3">Mark an X before each area that is addressed in your response.</td><td colspan="3">Definitions of terms: https://bit.ly/2LqPxOW</td></tr>
<tr><td>X</td><td>Community Partnerships/Outreach</td><td>Facilities, Supplies and Equipment, Software</td><td>LPC Planning Priorities</td><td>X</td><td>Services to Students</td></tr>
<tr><td>X</td><td>Course Offerings</td><td>Financial/Budgetary</td><td>LPC Collaborations</td><td></td><td>SLO/SAO Process</td></tr>
</table>

	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

For Psychology-Counseling:

1. Alternative options for Transition to College sections, that specifically occur at the high school sites, have not been fully discussed.

2. Integration of PCN 30 – College Success; PCN 18 – University Transfer Planning; and PCN 10 – Career Planning courses with educational pathways developed through Guided Pathways. Increase the number of course sections to accommodate – this is an ongoing project as Guided Pathways rollout continues.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities		Services to Students
X	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

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

The obstacles PCN is facing include:
- Insufficient full-time & part-time counseling faculty to adequately address the direct services to students and cover the gaps that affect PCN instruction directly.
- Not having faculty with a primary assignment to PCN – all of our courses are taught by part-time, overload, or as minor part of load.
- Not having a SLO coordinator nor a program coordinator – making it difficult to provide intentional discussion, planning and improvement of our PCN SLOs
- Negative impact – With our degree program active as of Fall 19 (ADT Social Work and Human Services), we currently have no one to identify Fieldwork opportunities for (PCN 50/50L) without giving up part of counseling assignments. This poses a potential negative impact for students pursuing ADT.
- Suspension of the development of a learning community specifically addressing the needs of the Asian Pacific Islander student body (API) due to lack of faculty and time available dedicated to

the discussion, strategies and implementation process. This impacts equitable services and appropriate support needed among the API student body.
- Lack of regularly scheduled interaction and in depth communication with part-time faculty – affects our PCN course review of pedagogy when support and integration of new teaching strategies are needed.
- Classroom space assignment – currently limited to use of 2 specific classrooms in proximity to faculty offices, which becomes a hurdle with the growth in PCN, as well as a challenge when scheduling classrooms outside of the 1600 building due to highly impacted counseling appointment schedule and the travel/prep needed.

PCN Discipline Needs include:
- A substantial increase in full-time & part time counseling faculty who can provide instruction in our diverse and increasing course offerings in the PCN programs.
- One new full time faculty member with primary assignment to Psychology-Counseling instruction, who can also coordinate the program, CSLOs, PSLOs, PCN course scheduling in consultation with Dean.
- Dedicated discipline meeting times where faculty discussion and support of PCN SLOs can be reviewed in time for effective changes to be implemented – Counselor/Instructor faculty only have one meeting per month, which is insufficient in addressing PCN discipline needs & support.
- Use of established video conferencing protocol like Cranium Café or Zoom – to facilitate part time faculty being able to participate and contribute to counseling and PCN related areas addressed during meetings.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		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	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Short-term planning:
- Counselor/instructor who will shift part of counseling load, or use overload, or reassigned time to temporarily coordinate PCN program, including SLOs.
- Counselor/instructor who will can focus primarily on the PCN 50/50L course to be offered beginning Spring 2021 – one counselor/instructor who can coordinate fieldwork opportunities/case management and be in charge of the follow up needed with the agencies, either through reassigned time, or a new faculty member with a primary assignment to PCN.

- Review of PCN SLOs, to assess whether or not implementation of embedded comprehensive student education planning can logistically be incorporated into courses.
- Continue to recommend and integrate PCN 10, 15, 18, and 30, into transfer planning for support pathways with students who are struggling academically, as well as into program mapping for Guided Pathways.
- Request positions for 100% PCN counselors/instructors through the faculty hiring prioritization process so as to augment our course offerings/coverage/ and meet the needs of our student body; without being pulled 50% time by other Counseling Department needs.
- Continue to assess career focused programs that support undecided students who are referred or enrolled in PCN 10 & 30 - offer online specific tools that can integrate into PCN support on career exploration, employment outlooks, salary earnings by field, and most importantly that can link LPC majors/degrees.
- Find dedicated classroom space specifically accessible to PCN instructors – classrooms near the Counseling Department are necessary to alleviate the need to look for spaces out of the 1600 building, which may impact Counselor-Instructor availability due to impacted counseling schedules.
- Video conferencing option established as protocol during counseling and PCN review/meetings to extend information and participation to part-time faculty.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities		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	X	Technology Use

H. 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).

Long-term plans include:
- Discussion, development and implementation of a career specific program that addresses the gap in provision in offering fully functioning career services to our LPC student body. This would require hiring a full time counseling faculty assigned 100% to career counseling/coordination. Offering designated space that functions as a Career Center, with office space, updated technology for career assessments, and center space for career workshops. LPC students need designated career interventions and services which are insufficient on our campus, due to an understaffed Counseling Department. This would have a direct impact on our PCN 10 & 30 courses to assist with retention. (SCFF proposal and funding request is pending.)
- Request reassigned time through newly identified process in the ratified 2019-2022 faculty contract for PCN coordination.
- Consider bringing back college-wide "Expo" event – possibly considering a PCN non-credit course for that is set a week before school starts with intentional faculty-led workshops on

transfer, career exploration, department presentations/review. (This is anticipated to be a future SCFF proposal.)

- Consider bringing back "Mega Day" campus event again adding PCN non-credit optional course for completion, where students partake in choosing classes, transfer workshops, and similar to above mentioned.

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

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
http://www.laspositascollege.edu/research/outcomes.php

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
__X_yes _____no

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 - Psychology-Counseling met the program-set standard.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Psychology-Counseling 13 (Multicultural Issues in Contemporary America)
SLO or 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. 2. Students will be able to explain and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism. 3. Students will demonstrate an understanding of the identity development theories and apply the course concepts to case studies.
Describe the quantitative or qualitative results: Students are having good success in achieving SLOs 1 and 2 (between 80 & 90% success rate). SLO #3, demonstrating understanding of identity development theory and applying the concepts to case studies, however has continued

to be a difficult outcome for students to achieve (~68% this fall semester). I believe that this is in-part difficult because it is a higher level concept to master, but also difficult because the assessment is done through a critical writing assignment. It's worth noting though that students who are able to complete this complex assignment, obtain mastery of this SLO above the average.

Discuss any actions taken so far (and results, if known): Strategies to improve attainment of SLO #2 include lengthening the unit from 1 – 2 weeks, and giving students a choice of more than 1 movie upon which to select case studies. This year, I added an option to use the Movie Remember the Titans, which had the effect of increasing the percentage of students who completed the assignment.

Discuss your action plan for the future: I'm considering adding submission of a draft as a possible step in the assignment, to increase the number of students who attempt the assignment and increase my opportunity for feedback. I may also distribute the grading rubric to students so that they can see the exact outcomes required to master this SLO.

Course (SLOs only): Psychology-Counseling 18 (University Transfer Planning)

SLO or SAO: Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.

Describe the quantitative or qualitative results: Almost all students achieved Mastery or Above Average in their submitted Transfer Action Plan. Strengths included a full Student Educational Plan completed or scheduled, full awareness of transfer application and financial aid deadlines, and location of applications themselves. One area that can be clarified is the presentation of transfer workshops and college rep visits, as these may vary considerably by semester.

Discuss any actions taken so far (and results, if known): Discussion has occurred to consider a more structured approach to the Student Educational Plan component of the assignment used to assess this SLO.

Discuss your action plan for the future: Clarification of how to present transfer workshops, events, and college rep visits would be helpful. For example, Transfer Day (a Fall event) may not yet be known in the Spring. Allowing students the flexibility to select a workshop that is anticipated, but not yet scheduled, will enhance the outcomes for this SAO, since part of the goal is for students to be aware that these options exist when needed.

Course (SLOs only): Psychology-Counseling 30 (Student Success and the College Experience)

SLO or SAO: 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: The cumulative performance of the reflection journals throughout the class was used to assess this SLO. The students who invested time, effort, and thought into the journals demonstrated the most gains in the course in terms of self-awareness, responsibility, and motivation.

Discuss any actions taken so far (and results, if known): This section was an 8-week summer course, so I noticed that some of the longer-term projects (including the 32 day commitment) were a challenge to complete in the compressed time.
Discuss your action plan for the future: The plan is to adapt the longer-term assignments, as well as the initial assessments of study skills and soft skills, will occur earlier in the short-term course in order to afford the greatest opportunity for gains to be observed over the course of the term.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AA-T in Social Work and Human Services (approved effective Fall 2019).
Program SLO: N/A for this section. PSLOs are available in the 2019-2020 catalog, p. 250.
Describe the quantitative or qualitative results: N/A
Discuss any actions taken so far (and results, if known): N/A
Discuss your action plan for the future: Initial assessment of PSLOs for the new AA-T in Health and Human Services is expected to occur following Spring 2021, after the program has existed for two academic years.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

All Psychology-Counseling courses have SLOs created.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Several SCFF proposals were submitted by Counselor-Instructor faculty. For details, consult the Counseling Program Review.

Actions taken related to PCN in support of SCFF goals (but not as SCFF projects):

F2.

- Revised PCN offerings to tailor to the student demand and schedule (changing courses from in-person to online, offering more late-start sections, reviewing days and times etc.) – removes barriers that hinder students from moving toward their goals.
- Offering the AA-T Social Work: works to increase degree completion and readiness for transfer.
- Completing Program Map for AA-T in Social Work.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Potential SCFF Grant Proposals:
- Integration of PCN 10, 18, and/or 30 courses into standard curriculum for incoming students at Las Positas College (i.e., as part of discipline Program Mapping). This project would require additional FTEF to support additional sections.
- Creating non-credit courses for new incoming students in support of student matriculation, college success, and transfer.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

LPC currently offers three Learning Communities (Umoja, Puente, and HSI-Gateway to Success). While each program is open to all LPC students, each is also geared toward recruitment and enrollment of first generation, Hispanic or Latino and Black or African American students. Puente was implemented in 2012, HSI in 2015, and Umoja in 2017. Some of each program's goals are to increase student success, retention, complete college level English within the first year of enrollment, achievement of an AA, AS, certificate and/or transfer.

Beginning with the 2019-2020 academic year, each of these programs will teach PCN 30 (Student Success and the College Experience) in the fall and PCN 18 (University Transfer Planning) in the spring. Each student enrolled in a Learning Community will be concurrently enrolled in ENGL 1A (Critical Reading and Composition) in the fall and ENG 4 (Critical Thinking and Writing about Literature) in the spring to promote retention and completion by encouraging continued enrollment and providing a sense of belonging to the campus community. The

curriculum of PCN 30 and PCN 18 are designed to encourage students off all backgrounds to achieve persistence, retention, completion and transfer.

For the spring 2020 semester, Umoja will replace PCN 10 (Career and Education Planning) with PCN 18. This will reduce the number of units previously required for Umoja students and may help promote progression toward the students intended goal. PCN 10 is 2 CSU transferable units, where PCN 18 is 1 unit, both CSU and UC transferable.

In addition, PCN 30 and PCN 18 are taught by counseling faculty. This tremendously helps to ensure students are enrolling in classes, maintaining persistence, and progressing toward completion and transfer.

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 studens 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.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Staffing remains a considerable challenge. In the last 18 months, the division has lost 3 full-time Counselor/Instructor faculty members (DSPS and Puente). At this time, the two faculty DSPS positions and the 50% Puente assignment have not been replaced. The 50 % Puente assignment is being filled by the previous Puente counselor on a temporary overload basis, who is also currently re-assigned to HSI at 100%. The absence of these positions presents a challenge in being able to continue sufficiently promoting equity in these target areas of need.

H.

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

N/A

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.

> N/A
> Title V updates occurred for most courses F2016 and for a few others in 2018.
> Next Title V updates will occur during the 2020-2021 AY with F2021 effective dates to remain in compliance.

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.

> N/A
> Not at this time.

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.

> N/A
> All PCN courses are currently DE approved.

Section Four: 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 represent a training need that is not duplicated 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).

Not applicable.

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

Not applicable.

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?

Not applicable.

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?

Not applicable.

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?

Not applicable.

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?

Not applicable.