

Program Review Update 2025

Program: Psychology Counseling

Division: Student Services

Writer(s): Michael Schwarz and Jared Howard

SLO/SAO Point-Person: Vacant (SLO Only)

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Increased dedicated sections of PCN 30 and 18 to the Puente Learning Community.
- Approved sabbatical proposal to enhance PCN 50 and 50L, including research and development of local and online field placement opportunities to build pipeline for student placements.
- Approved sabbatical project to develop fieldwork manual for PCN 50 and PCN 50L students.
- Proposed PCN 20, through curriculum process, in response to updated Puente Program requirements.
- Added winter session to discipline plan to offer PCN 10 and PCN 18.
- Used Ellucian Advise for targeted marketing of PCN courses.
- Enhanced community building through interactive activities within first semester PCN learning community sections.
- Increased student connection to campus resources through targeted activities in PCN coursework. For example, treasure hunt of campus to locate campus resources.

2. Please describe your most important **challenges** in year 24-25.

- No coordinator was identified for PCN Student Learning Outcomes.
- No coordinator was identified for the ADT in Social Work and Human Services.
- Enrollment challenges prevented increasing face-to-face course sections which historically correlated with higher levels of success for disproportionately impacted students.

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- Online sections of some PCN sections had insufficient capacity due to increased demand for enrollment in online asynchronous format.
- Elimination of area E on the CSU General Education Pattern may impact future enrollment in PCN 10, 18, and 30 and will require new and innovative approaches to student enrollment in these courses.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- The authors are unable to access this information as there is no current PCN discipline or SLO coordinator. As there is no PCN SLO coordinator, it is unlikely that CSLOs are mapped to PSLOs at this time.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Complete required curriculum updates for all PCN courses for Fall 2026.
- Plans to further develop a framework for future faculty-driven marketing campaigns using Ellucian Advise.
- Plans to embed career software (Hiration) into PCN course content delivery.
- PCN faculty on sabbatical will research and develop a robust internship program with local agencies, for PCN 50 and PCN 50L, and to meet requirements for our AA-T in Social Work and Human Services.
- PCN faculty sabbatical project also includes creation of a Social Work and Human Services Fieldwork Training Manual.
- Offer PCN 10 and PCN 18 during the inaugural Winter intersession.
- Offer PCN 20 for the first time, in support of the Puente learning community.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.