2026-27 Comprehensive Program Review

Program: Psychology-Counseling

Division: Student Services - Counseling and Student Support

Writers: Michael Schwarz, Ph.D. (Acting Dean of Counseling and Student Support)

SLO/SAO Point-Person: None identified

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Completed required curriculum updates for all PCN courses for Fall 2026.
- Continued discussion to develop a framework for future faculty-driven marketing campaigns using Ellucian CRM Advise.
- Successfully utilized Advise for targeted marketing of PCN courses seeking enrollment.
- Embedded career software (Hiration) into PCN course content delivery.
- PCN faculty completed sabbatical research and developed 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.
- Offered PCN 10 and PCN 18 during the inaugural Winter intersession.
- Offered PCN 20 for the first time, in support of the Puente learning community.
- Awarded grant to oversee Wellness Coaching certificate and degree.
- Inclusion of PCN 30 as part of student success contracts, for students on Academic Notice or Pause (formerly probation or dismissal).

2. Please describe your most important **challenges** in year 25-26

- No coordinator was identified for PCN Student Learning Outcomes.
- No coordinator was identified for the ADT in Social Work and Human Services.
- No full-time faculty with PCN as a primary assignment. (All PCN faculty are teaching for overload or with 20% or less load assignment.)
- Enrollment challenges prevented increasing face-to-face course sections which historically correlated with higher levels of success for disproportionately impacted students.
- Online sections of some PCN sections had insufficient capacity due to increased demand for enrollment in online asynchronous format.
- Puente project 2-cohort model not sustainable with current resources – no dedicated full-time PCN faculty specifically for Puente.
- Although transferable, no PCN courses satisfy the new Cal-GETC transfer General Education pattern.

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

- Request 50% Puente / 50% General Counselor-Instructor to provide instruction, counseling, and coordination support for Puente learning community.
- Develop curriculum in support of Wellness Coaching certificate and degree.
- Collaborate in creation of Pride Learning Community, with goal of offering one PCN 20 course per year for this cohort.
- Counselor-Instructor representation on CRM Advise work group.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrlQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Unable to access this information as there is no current PCN discipline or SLO coordinator, and no full-time, primary assignment PCN faculty. It is unlikely that CSLOs are mapped to PSLOs at this time.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *None identified.*

3. Explain potential plans to improve student outcomes and close equity gaps.

- *None identified.*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *All PCN faculty are teaching for overload, or 20% or less for load as part of a learning community.*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- *Total PCN course enrollments declined 15% year-over-year, 2024-2025 to 2025-2026*
- *Face-to-face enrollments appeared to be the source of this decline.*
- *PCN enrollments among students pursuing transfer declined by 18%.*
- *Percentage of Asian student enrollment increased significantly (over 25% overall), with declines absorbed across all other Race-Ethnicity groups.*
- *Overall PCN success rates declined slightly (<5%), but only among face-to-face sections. DE success rates held steady.*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level

- *None identified from the available data.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *Face-to-face success rates remain higher than DE success rates in PCN, although the gap has narrowed over the past five data cycles, to 10% when comparing Fall-to-Fall. Overall DE success rates have increased significantly over the past two Fall terms, from 59% to 72%.*
- *Continuing to focus on Regular Substantive Interaction (RSI) is expected to further close the gap between F2F and DE success rates.*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes_X_ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Not applicable*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- *Inclusive, learning-centered, equity focused environment:* Psychology-Counseling coursework continues to be an integral part of several learning communities, including Umoja, Puente, and Movement API.
- *Fostering a climate of discovery, creativity, personal development, and physical and mental health:* These values are at the core of our College Success (PCN 20 and 30), Career Planning (PCN 10), and University Transfer Planning (PCN 18) coursework.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)

X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
X	Other [explain]: Weekly journal assignments in PCN 20 and PCN 30, College Success courses, including instructor feedback.

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Fortunately, Psychology-Counseling courses, by design, are highly interactive with a high degree of student-counselor engagement; thus PCN includes RSI as a contributing factor to course, and overall, student success.*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu