

## STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Psychological Services  
Program Contact: Makiko Ueda

Academic Year: 2011-2012  
Program Review Submission Date: 3/25/2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

As part of health services provided to students, CSM Psychological Services exists to promote the mental, emotional and developmental well-being of the diverse campus community.

#### Services Provided:

- Personal counseling
- Crisis intervention and emergency response
- Consultation with faculty, staff and administration
- Coaching regarding disruptive and/or disturbing behavior
- Intern recruitment, training and supervision
- Outreach activities to the campus community
- Coordination of in-service training for faculty and staff
- Service coordination with community agencies
- Support to campus programs

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO was assessed each semester through the administration of a student self-report questionnaire.

Our fall 2011 SLO self-report questionnaire revealed that our students have accomplished the student learning goals that we have set forth for our unit. These goals are for students 1) to identify their goal(s) of receiving personal counseling services and 2) to accomplish their goal(s) through personal counseling sessions. Through the process of personal counseling, students were also able to increase their knowledge of themselves and strengths, improve communication skills and coping skills and refine their abilities to be more self-aware. The fall 2011 survey shows that 100% of students were able to identify their goals and 78% of students reported they achieved their goals. During the course of counseling over 80% of students indicated that they increased their knowledge about themselves and their own strengths improved their skills in communication and refine their abilities to be more self-aware. 71% reported that they improved their coping skills. From this result, 22% of students reported they did not achieve the goals. It is not clear if these students are making progress, but yet they have not achieved the goals or they simply did not make any improvement. The following semester this question was modified. (The detail of this modification is discussed in section III B.) Students were asked to measure their progress on a scale that measures achieving goals. Students reported an average of 43% improvement in dealing with their problems after receiving personal counseling.

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### B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

Psychological Services has made a considerable effort to recruit intern counselors reflecting the diverse student body on campus. At CSM as an institution, we are committed to recognize, value and reflect the diversity of the community. In CSM Institutional Priorities 2008-2013 of section 3, the importance of integrating multicultural and cross-cultural experiences into student support services is strongly emphasized. We were able to achieve the goal from last year to provide counseling services to students from ethnic minorities and underserved populations. We have interns with culturally, ethnically and linguistically diverse backgrounds. Although we had difficulties recruiting Spanish and Chinese speaking interns for the 2011-12 academic year, we have four bilingual counselors and one LGTB counselor who provided counseling. In fall we provided counseling services to a student body consisting of: 41% white, 28% Hispanic, 18% Asian/Filipino, 6% Middle Eastern and 5% African American, and in spring of 2012, 45% white, 25% Hispanic, 14% Asian/Filipino, 2% Middle Eastern, 2% African American and 2% pacific Islanders. Compared to CSM student ethnicity profile (Fall 2010), larger percentage of Hispanic students received our counseling services.

In spring 2012 although the group of interns stayed the same from fall semester, we noted a light decrease of non-white students who received counseling services.

	White	Asian/Pacific Islander/Pilipino	Hispanic	African American	Middle East
<b>CSM Student Ethnicity (fall 2010 by PRIE)</b>	<b>34.2%</b>	<b>23.3%</b>	<b>19.5%</b>	<b>3.7%</b>	-

Students received personal counseling					
Fall, 2011	41%	18%	28%	5%	6%
Spring, 2012	45%	14%	25%	5%	6%

2. Discuss any differences in student program usage across modes of service delivery.

We provided personal counseling services to 220 students during the 2011-12 academic year. These students represent less than 2% of CSM student body. Currently almost all counseling sessions are provided on an individual basis. The number of hours of counseling sessions is limited because of limited staffing. Offering group counseling is one way to expand our services to more students. One support group was offered in the fall; however, because there were not enough students who signed up, the group was canceled. In order to increase the number of students who access our services, I believe that CSM Cares can play a crucial role. CSM Cares is funded by the California Community Colleges Student Mental Health Program. CSM Cares is designed to "improve campus awareness about mental health issues, help remove the stigma associated with seeking help and enhance

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communication about student behavioral interventions and cultural competencies”. A faculty liaison and a mental health educator will be hired in late fall 2012 as a part of CSM Cares. Through CSM Cares we will be able to promote more effectively about mental health awareness and be able to engage with a larger number of students and faculty/staff. We will collaborate with the faculty liaison and the mental health educator to offer more outreach activities, workshops and trainings.

*C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Psychological Services is staffed with only one faculty member. Since we currently have six psychological interns who work as volunteers in the 2011-12 academic year, we have been able to offer 638 counseling hours to 107 students in the fall of 2011 and 625 hours to 113 students in the spring of 2012. This is significant because it would have been impossible to serve this many students with only one counseling staff. There is no data for no-shows; however, because Psychological Services is also a training program for graduate-level counseling interns, no-shows are not necessarily treated as a negative sign or as being inefficient. Intern counselors are expected to deal with no-show students clinically as a part of therapy training. Because we are implementing the SARS appointment system starting in next academic year (2012-13), we will have data for no-show appointments and it will be used for intern training purposes.

As was mentioned in section II-B2, It has been challenging to have on-going group counseling. It is difficult to have enough students to sign up for the groups. A couple of reasons for this should be considered: one reason is time conflicts of student’s schedules, another reason may be insufficient publicizing of such groups.

*D. Course Outline Updates(if applicable)*

N/A

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division’s [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Tab to add rows		

*E. Website Review*

Review the program’s website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Basic information such as office hours, etc	Spring, 2013
Tab to add rows	

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### III. Student Learning Outcomes Scheduling and Alignment

*A. Course SLO Assessment (if applicable)*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

*B. Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The Fall 2011 SLO was able to show how many students were able to achieve their goals, but it mainly posed a “Yes or No” question and was therefore unable to capture their “progress” towards achieving goals. In spring, 2012, we modified the questionnaire by adding “scale questions” in order to measure how much progress students reported toward solving their problems through personal counseling. The below is an added question.

*On a scale from 1 to 10 (1 is the “worst” situations that you have ever experienced and 10 is fulfilling all your desires and possibilities. For example: 1: very depressed and suicidal, 10: very happy and hopeful, not depressed at all), where were you BEFORE you made an appointment to receive counseling services? Where are you NOW on the scale?*

*C. SLO Alignment (if applicable)*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

GE-SLOs→ Programs' and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Identify personal goals through personal counseling	x		x	x	x
Achieve personal goals through	x		x	x	x

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personal counseling					
Identify and measure progress towards achieving goals	x	x	x	x	x

**IV. Additional Factors**

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

As it was indicated in section II-B2, the College of San Mateo received a grant from the California Community Colleges Student Mental Health Program to support the CSM Cares program. This is a two year grant that covers fall 2012 through spring 2014. It has provided us with resources and funds to promote student mental health with emphasis on suicide prevention, peer support and outreach to underserved population such as LGTB, Veterans and former foster youth students. It also emphasizes collaboration with mental health agencies and clinics in the community. In recent years there have been greater needs and awareness in regards to mental health issues among college students due to an increase in the number of incidents such as school shootings, an increase in the number of suicides committed by college students. There are also larger number of Veteran students with psychological/ adjustment difficulties. Because of efforts to promote awareness among the CSM community, we expect that an increased number of students will try to access Psychological Services next year.

**V. Institutional Planning**

*A. Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

(Plan 1 and 3 from 2011(calendar year) Program Review)

Because we are able to receive the CCCC SMHP grant to support CSM Cares program, we are enabled to hire one half time faculty (faculty liaison) and one half time staff (mental health educator). A committee will be also formed in order to plan and coordinate mental health trainings to students, faculty/staff and community. Because of this additional resource, we will be able to be much more proactive in promoting suicide prevention, outreaching to students, especially Veterans, LGBT, and Foster Youth, in order to promote awareness of mental health services on the campus community.

(Plan 2)

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We were successfully able to bring a Spanish speaking intern and a veteran and Tagalog speaking intern on board for the upcoming 2012-13 academic year.

(Pan 4)

Training and introductions were offered to intern staff at the end of the spring semester for preparing for implementing SARS in fall 2012.

Below is plans and actions from 2011 program review:

1. *Request one additional full time faculty member.*
2. *Continue to place a high priority on the recruitment of interns that represent the diversity of our student body and who have bi-lingual skills and diverse background in order to reflect CSM student body.*
3. *In order to promote greater awareness of mental health issues among students, we are committed to continue reaching out to different programs and student groups, such as Veteran Resource and Opportunity Center and Student Clubs. We will consider implementing Student Health 101(on-line health magazine for students) in order to promote health/mental health issues to the CSM community.*
4. *Implement SARS for student appointments to improve appointment management and improve collecting data.*

### B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Psychological Services is committed to serving students with diverse backgrounds and promoting mental health awareness for the whole campus community.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Psychological Services faculty will continue to coordinate a high quality internship program: this includes weekly individual and group supervision and weekly training session to counseling staff who are master's level interns.

Through CSM Cares, we will be able to offer more psycho-educational training and workshops to faculty/staff. This will help the faculty/staff become more aware and recognize warning signs of students who are in need, learn how to approach such students, and develop more skills and knowledge on how to refer students to appropriate resources on/off campus. This helps toward reaching out to a greater number of students, especially students from under-served populations. These efforts will help reduce the stigma, and students are more likely to access psychological services resources.

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2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Through our collaboration with a faculty liaison, a mental health educator and committee members for CSM Cares, we will increase the number of outreaches to the instructional programs, student services programs and student organizations. Outreach and collaboration includes: presentations to division meetings, workshops and in-service trainings during Flex days, as well as strengthening the referral system. We also provide consultation to faculty and staff to help them deal with students with emotional and behavioral issues. Once students' emotional and/or behavioral issues are addressed and students receive appropriate support, this ultimately leads to student academic success.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: The grant which financially supports our CSM Cares program is only for two years and it will end in spring, 2014. It is important to continue and maintain CSM Cares after spring 2014. We need to keep a faculty liaison position in order to run CSM Cares effectively.

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: The grant which financially supports our CSM Cares program is only for two years and it will end in spring, 2014. It is important to continue CSM Cares program after spring 2014. We need to keep a mental health educator position in order to run CSM Cares effectively.

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

### *C. Plans and Actions to Improve Student Success*

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Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

### Plan 1

Title:

Increase access to psychological services program by implementation of CARE program on campus

Description

Though collaboration with Cares committee members, we will implement suicide prevention training, a peer support program and outreach activities to underserved student populations. As a result people will have more awareness and the stigma will decrease. As a result we hope more referrals by students and faculty/staff will be made to Psychological Services. Psychological services then helps students connect to appropriate services on campus, such as personal counseling program , as well as to mental health services off-campus.

Action(s)	Completion Date	Measurable Outcome(s)
Introduce and training faculty/staff Kognito program	2013	Offer at least two trainings in spring 2013
Help a mental health educator recruit and hire peer mentor students and train them.	2013	Hire 4 or 5 peer mentors and provide trainings in spring 2013
Coordinate with CSM Cares committee members to offer workshop and training regarding Veteran, LGTB and Foster Youth	2013	Offer at least one workshop for each semester

### Plan 2

Title:

Qualified staff (intern) counselor recruitment and maintain high quality intern training program

Description

Continue to recruit qualified intern counselors who reflect the diversity of the CSM student body. An additional number of interns will be brought on board in order to meet the possible increased demand of personal counseling services.

Action(s)	Completion Date	Measurable Outcome(s)
Interview and hire a total of eight intern counselors who have diverse backgrounds.	2013	Decide on eight interns by the end of March 2013. New interns will consist of people who are bilingual/bi-culture, LGTB or veterans.
Continue to provide on-going training such as group/individual supervision and weekly training.	2013	Training includes orientation, three retreats, diversity related workshops, several guest presenters and case presentations,



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		etc.
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

<b>VI. Resource Requests</b>
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*A. Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

*B. Cost for Prioritized Plans*

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	