College of San Mateo

**Student Services
COMPREHENSIVE
PROGRAM REVIEW &
PLANNING**
Form Approved 9/2/2008:
Governing Council
Revised: 2/14/2012

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:
http://collegeofsanmateo.edu/prie/program_review/program_review.php.)

Resources for Supporting Documentation (Sections 1 and 2):
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:
In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

Next Steps:
Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar.*
(See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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DEPARTMENT OR PROGRAM: Psychological Services

I. DESCRIPTION OF PROGRAM

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

<u>Services Provided:</u>
- 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. STUDENT LEARNING OUTCOMES (SLOs)

a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

SLO was assessed through the administration of a student self-report questionnaire.
Our SLO self-report questionnaire revealed that our students have indeed 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 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.

b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Although our results indicated that high percentage of students accomplished the learning goal(s), we continue to make an effort to improve our assessment methods. Because of nature of services we provide, it is not easy to measure outcomes of our personal counseling services.

c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100) or the student services program,; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

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 personal counseling	x	x	x	x	x

III. DATA EVALUATION
For Student Services Programs Offering Courses:

a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

N/A

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

N/A

c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or

other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

N/A

For Student Services Programs Not Offering Courses:

    d. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

During 2011 spring semester we provided personal counseling to 137 students. The total hours of counseling provided by staff was 463 hours. The average of number of counseling received per student was 3.4 sessions. During the fall semester in 2011 we provided counseling services to 107 students for a total of 638 hours. The average of number of counseling per student was 6 sessions. (The range of the average session was from 3.4 sessions to 11.7 sessions among six interns.) This indicates that students appear to be committed to receive on-going counseling sessions, which often leads to the better outcome for counseling. However, there is a big difference among the staff. This may be a reflection of differences in their styles of counseling, but it may also be due to the differences in the counseling skills among intern counselors. Recruiting more experienced interns and providing in-service training is necessary. Retention of experienced staff would be ideal. However it is limited since there are no paid positions available for intern counselors at this point and current interns work on a volunteer basis.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

    a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

        If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

        The survey validates the effectiveness of our program and reminds us of our continued commitment to providing high quality services. We need to make sure that our weekly in-service training addresses the variety of clinical issues which students bring to counseling (see below) and that our intern staff are equipped to work effectively with these issues.

Family issues	Anxiety	Relationship issues	Stress related issues	Depression	Trauma
44%	40%	34%	31%	25%	10%
Illness/Health issues	Academic	Adjustment issues	Drug/Alcohol	Grief	Other
8%	7%	7%	5%	5%	17%

Problems idenfied by students (multiple answers), Fall 2011

The survey also validates the strong performance of our program and strengthens our commitment to continue to provide high quality services. Sample feedback comments from students are:

- o My counselor is an excellent therapist; non-judgmental open-minded, caring. I have just discovered that I may not be as much the problem in my personal relationships.
- o Helped in helping myself deal with sadness and build self esteem and strength.
- o I have become much more aware of my behaviors and communication.
- o I hope to keep growing.
- o I no longer let things consume me
- o Talking someone is better than suppressing my emotions.
- o I've learned a great deal about myself and my perception of how I view the world.
- o I have discovered my use of self.
- o I became able to communicate with people by clarifying self-conscious issues, thoughts during counseling.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

Psychological Services has made a considerable effort to recruit intern counselors reflecting diverse student body on campus. We were able to achieve the goal from last year to provide counseling services to students from ethnic minority groups. We have interns with culturally, ethnically and linguistically diverse backgrounds. Although we had difficulty recruiting Spanish and Chinese speaking interns for the current academic year, we were able to provide counseling services to a culturally diverse student body consisting of: 47% white, 22% Hispanic, 22% Asian, 5% Middle Eastern and 3% African American students during spring 2011. In fall 2011 we provided counseling services to a student body consisting of: 41% white, 25% Asian/Filipino, 24% Hispanic, 6% Middle Eastern and 6% African American

students. Compared to CSM student ethnicity profile (Fall 2010), a disproportionately larger percentage of Hispanic and Asian/Filipino students received our counseling services.

Spring, 2011	White	Asian/Pacific Islander/Pilipino	Hispanic	African American	Middle East
Students received personal counseling	47%	22%	22%	3%	6%

Fall, 2011					
Students received personal counseling	41%	25%	24%	6%	6%
CSM Student Ethnicity (Fall 2010 by PRIE)	**35.2%**	**25.7%**	**20.6%**	**3.8%**	-

Staff training is also important in order to address diversity issues. Diversity training topics covered this year were Latino culture, LGBT, African American, Asian and Veteran students.

We have a large number of Veteran students on campus. Many of them need financial, medical and emotional support in order to go through adjustment and succeed in academics. We served only a few veteran students during the past year and we believe that more outreach to veteran students is necessary.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT).Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Volunteer staff with diverse background, very committed to serve students	Great teamwork with other programs on campus and connected with resources off campus.
Weaknesses	6 out of 7 staff are unpaid volunteer	Difficult to retain bilingual and skilled

	interns and new intern staff needed to recruit every year. Therefore, it is difficult to provide continued support to students. Since it is unpaid position, it is not easy to recruit and retain bilingual (especially Spanish and Chinese speaking) interns.	interns because they leave for paid positions in community.
Opportunities	Due to on-going economic difficulties, number of students who need emotional support will increase. Psych Services can provide professional support to students with no cost. Due to increase awareness and concerns of student's mental health issues among students, faculty and staff, increasing numbers of in-service workshops and outreach is needed to address mental health issues.	A large number of people decide to come to college in order to prepare themselves for the difficult job market. We continue to communicate with Psychological Services programs from other colleges to share training, ideas and resources.
Threats	Psychological Services heavily rely on volunteer staff in order to provide personal counseling to students. There is only one full time staff and it limits services to students and to faculty/staff who are concerned about students.	Because of limited resources in the community, there is great risk for students who are facing significant stress and mental issues. This is particularly true for returning veterans. According to the Centers for Disease Control and Prevention, suicide is the third-leading cause of death among persons 15 to 24 years old; some experts report that suicide is the second –leading cause of death (after accidents) among college students. In the annual 2012 National Survey of Counseling Center Directors, 91 % of the directors reported an increase in students with severe psychological problems on campus.

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* ((if applicable)) or other data you have collected about the students served by your program.)

We have requested one additional full time faculty; however, due to budget constraints, this request was not granted. According to the International Association of Counseling Services (IACS), the Accreditation Association for University and College Counseling Services, one F.T.E. mental health professional staff member to every 1,000 to 1,500 students is suggested. We currently have one full-time staff and six volunteer intern counselors. We are serving 11,000 students on campus and, by our calculation this is equivalent to one a ratio of one paid staff member to 4,000 students. We certainly have a high level of productivity. However, this ratio raises concerns about the quality of services that we can offer. The IACS recommends not to include trainee counselors in the calculation of the counselor/student ratio.

We currently are relying on volunteer intern counselors and this has posed a challenge to maintain quality of services. The faculty member allocates over 50% of her time to train volunteer interns and coordinate the training program. This has made it increasingly difficult to respond immediately to needs from students and other faculty especially during crisis situations as well as difficult to do more outreach activities and in-service training on campus.

VI. Goals, Action Steps, and Outcomes

   a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008,* the Division work plan, and GE- or certificate SLOs.

- Request one additional full time faculty member.
- 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.
- 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.
- Implement SARS for student appointments to improve appointment management and improve collecting data.

   b. Identify the action steps your program will undertake to meet the goals you have identified.

- Continue to attend local graduate school internship fairs to recruit potential interns with diverse backgrounds. Provide in-service training on cultural diversity.
- We plan to offer more presentations/workshops and outreach activities to students and faculty/staff. We expect to increase our visits to classrooms, on-campus programs and student clubs such as the Psychology Club. Psychological Services staff will spend at

least few hours each week at the Veteran Resource Opportunity Center and use the private room for counseling if necessary.

c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan, 2008*.

According to Educational Master plan, we are committed to serve diverse student population on CSM campus. As indicated in Educational Master plan, professional development and in-service training are needed in order to enhance the ability of administrators, faculty and staff to work effectively with students who are diverse and have emotional needs.

d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

Continue to collect data about who is coming to receive personal counseling services and find out how they learn about our services. When the ethnic ratio of our clients matches that of CSM student body and when we are satisfied we are providing services to more minorities and underserved students, we are meeting our goals.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
One full time faculty position	If granted, continue to meet the increasing student demand for student psychological services and crisis intervention. The expected impact on the functioning of Psychological	Student surveys used to evaluate SOL outcomes indicate that students have been highly successful in achieving positive outcomes in the past year. If the request is not granted, ultimately, many students in

	Services and to the CSM community should this request for a position not be granted will be significant. With having to run the entire program alone, she will not singularly be able to respond to the ever increasing consultation needs of faculty, rising incidents of student crisis, reports of disruptive behavior and the supervision needs of interns. Consequently, the college can expect a significant drop in service availability to the campus at a time when faculty fears about campus safety loom large, instances of disruptive behavior are on the rise and student anxiety and stress has never been higher. An additional and compounding consequence could be the eventual erosion of our state renowned intern program which serves as the foundation of our model Psychological Services.	need of personal support will not receive the help they need and Student Services and Institution SLO's will be negatively affected.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, **briefly** indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not	If applicable, **briefly** indicate how the requested resources

	Granted	will link to achieving department action steps based on SLO assessment.
Item: Student Health 101: on-line magazine for students **Number:** 1 for one academic year **Vendor:** College Health Services, LLC **Unit price:** $3,500 for a license **Total Cost:** $3,500 **Status*:** New	If granted, this on-line magazine becomes available to all CSM students and faculty/staff and it helps promote awareness of health/mental health issues among CSM students. This leads to preventions and early interventions to students who may have mental health related issues. If not granted, with limited resource with only one full time faculty it is not realistic to reach out to 11,000 students and offer psych-education on-campus. Therefore, students may not be aware of the services that the Psychological Services offers. Due to lack of accessing services and resources, there is more risk that their situations will get escalated, and this may affect their academic performance and attendances, and it may cause higher rate of dropping out of class.	This student friendly magazine will help tremendously in reaching out to wider student population through the internet. It will promote better awareness of mental health issues that students may be facing and provide information about on-campus and off-campus resources that students might need. This is helpful especially for under-served students, such as ethnic minority students and Veteran students.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines (Applicable only for Programs Offering Courses)

a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Input text here.	Input text here.	Input text here.

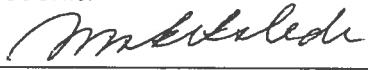## IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)

a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: **Makiko Ueda**
Phone and email address: **650-574-6125, uedam@smccd.edu**
Full-time faculty: **Makiko Ueda**
Part-time faculty:
Administrators
Classified staff:
Students:

Signature	3/26/12
Primary Program Contact Person's Signature	Date
Full-time Faculty's Signature	Date
Part-time Faculty's Signature	Date
Classified Staff Person's Signature	Date
Student's Signature	Date
Dean's Signature	Date