

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review 2007-2008

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Student Services Unit: Psychological Services

Psychological Services Staff: Makiko Ueda, Arlene Wiltberger and Tim Stringari

Program Review Prepared by: Tim Stringari and Makiko Ueda

A. Program Description Summary: 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. The primary components of the program are: personal counseling, crisis intervention and emergency response, and consultation and training for faculty and staff.

B. Services Provided:

- Personal counseling (228 students and 958 contact hours)
- Crisis intervention and emergency response
- Consultation with faculty, staff and administration
- Coaching regarding disruptive and/or disturbing behavior
- Intern recruitment, training and supervision
- In-service training for faculty and staff
- Service coordination with community agencies
- **Support to campus programs**

C. Significant accomplishments in 2007-2008:

- Provided counseling and crisis intervention services to students, faculty and staff
- Recruited and maintained a diverse staff of seven MFT interns
- Organized and held a reception for all Student Services interns
- Revised and updated our intern handbook
- Participated in the Northern California Psychological Services Consortium and provided consultation and materials for Psychological Services start-up programs in the area
- Refined Student Learning Outcomes (SLO's) for Psychological Services
- Assessed the student learning through the SLO's developed for Psychological Services
- Participated in the Health Services' two Health Fairs and provided support to Health Services staff in the production of the fairs
- Carried out numerous interventions related to disturbing and/or disruptive behavior on campus
- Provided workshops on Responding to Disruptive Behavior on Campus for all of the campus deans and nearly all of the academic divisions
- Collaborated with the college deans in implementing Disruptive Behavior policies
- Updated the campus Disruptive Behavior brochure
- Updated all Psychological Services client service forms
- Designed and published an informational brochure titled "*Helping Students in Need: A Guide for Faculty and Staff*"
- Served on the Discipline Advisory Committee
- Served on the Student Support Team
- Participated in the Diversity in Action Group (DIAG)

- Provided mentorship, consultation and support to the TTC program and facilitated the creation of an innovative immersion training program in supported education called *The Laboratory* which will be held at CSM and serve the state as a supported education training center.
- Provided leadership and coordination to the Human Services Program and was instrumental in the design and implementation of a longitudinal employment outcome study of program graduates with psychological disabilities called *Project Advance* (in progress).
- Presented a workshop on providing mental health programs and services for students at the CCC Annual Student Services Conference in LA.

D. Relationship of significant accomplishments in 2007-2008 to the current *Student Services Planning Document*:

Our accomplishments for this year relate to the current *Student Services Planning Document* primarily in the areas of **Enrollment Management, Diversity, Staff Recruitment and Development.**

Enrollment Management (Goal 2):

Campus research reveals that students most frequently cite personal problems as their reason for dropping out of college. By providing timely and accessible personal counseling and immediate crisis intervention, Psychological Services assists students to manage personal, developmental, and situational problems that might otherwise cause them to leave school. Additionally, through our partnerships with other student service units and off campus agencies, our membership in the *Student Support Team*, and our stewardship of the *Transition to College* program, we participate in a seamless web of support for students, which is highly effective in contributing to student retention and success.

Diversity (Goal 3):

Through our workshops on Disruptive Behavior on Campus, we encourage our colleagues to honor individual and cultural differences and to approach situations regarding student behavior with an attitude of respect and an intention to reach an understanding. Our active participation in DIAG and DIAG sponsored events also contributes to the promotion of a diverse, respectful and tolerant learning environment. Our close association with EOP&S, DSP&S, and the TTC program also contributes to the college's effort to attract, serve and retain a diverse population.

Recruitment and Staff Development (Goal 5):

Psychological Services places a high priority on the recruitment of interns who reflect the diversity of our student body and provide them with culturally relevant in-service training. We also create opportunities for interns from underrepresented groups, such as job shadowing counselors, student teaching, etc., that will add to their employability at CSM. Historically, Psychological Services interns have been highly successful in finding employment in our district and other Bay Area community colleges. Our most recent hire at CSM is former intern Kevin Sinarle.

E. Student Survey results and implications for the future:

The student survey indicated consistently high levels of satisfaction. The survey validates the excellence of our program and strengthens our commitment to continue to provide high quality services. We would like to acknowledge the valuable contribution of the Health Services team which contributed greatly to the outstanding results of the survey.

F. Student Learning Outcomes (SLO'S) and implications for the future:

Our student SLO self-report questionnaire reveals that our students have indeed accomplished the student learning goals that we have set forth for our unit. These goals are to provide the opportunity for students to: **1. increase knowledge, 2. improve skills, 3. refine abilities and 4. develop attitudes that will empower them to participate successfully in a changing world.** All students responding to the survey listed significant learning in all four areas and in the sub-categories of each goal. This data implies that we are accomplishing the job we set out to do and that we should continue providing the same level and quality of services.

G. Summary of unit strategies for fostering the recognition of the value of diversity:

- Highly visible participation in campus activities supporting diversity
- Participation in DIAG and DIAG events
- Attending, supporting and promoting the President's lecture series
- Active recruitment of interns representing diversity
- Focusing on cultural understanding in our campus Disruptive Behavior workshops
- Integrating cultural awareness and understanding into all our intern in-service trainings

H. Anticipated goals for 2008-2009:

- Continue to provide individual, family and group counseling services to students by recruiting and supporting a staff of seven MFT interns
- 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
- Continue our close partnership with Health Services staff by participating in ongoing programs, providing outreach to students, holding weekly staff meetings
- Continue to provide Disruptive Behavior training, coaching and intervention to faculty and staff. This will include the offering of workshops and assisting the Vice President of Student Service in Disruptive Behavior Policy review, faculty outreach, a special training for division deans and serving on the Discipline Advisory Committee
- Continue to work together with college administration and campus security to insure a climate of safety on campus. Part of this effort is to provide a "quick response" of support and crisis intervention to students and staff in the event of trauma
- Continue to attend, support and promote the president's diversity lecture series
- Continue to encourage more members of the campus community to participate in DIAG activities
- Continue to provide support to the Transition to College Program
- Continue our ongoing partnership with the local social service community, Social Science and Career Instruction by providing leadership and coordination to the Human Services programs

I. Needs and recommendations for 2008-2009:

The need for psychological services in the area of assistance with disruptive and/or disturbing behavior has been increasing each semester. Presently, even with Tim Stringari and Arlene Wiltberger serving on post-retirement contracts, we do not have sufficient staffing time to provide quality services, supervise interns and still be available for a quick response to disturbing,

disruptive or crisis situations. Thanks to the generosity of Arlene who has worked well beyond her contract hours, we have maintained quality services this past year. *It is becoming increasingly clear to us that it is imperative that a second fulltime Psychological Services staff member be hired before or when Arlene and Tim's post-retirement contracts end in the Spring 2009.*

J. Notable Individual Accomplishments in 2007-2008:

Makiko Ueda and Arlene Wiltberger were invited to present on providing community college mental health services at the Annual Community College Student Services Conference in L.A. **Makiko Ueda** was appointed Secretary of The California Community College Mental Health and Wellness Association (CCCMHWA). **Arlene Wiltberger** was honored by the CCCMHWA as “*a pioneer in community college mental health*” and as “*an outstanding mentor and advocate for the establishment of community college mental health services*”. **Tim Stringari** coauthored and published a guide book for establishing community college human services programs titled *Making the Community Connection* and received the *Tony Hoffman Award for Outstanding Service to Persons with Mental Illness* by the San Mateo County Mental Health Board.

K. Key accomplishments:

Staff provided personal counseling and/or crisis intervention services to more than two hundred and fifty students, faculty or staff, contributed significantly to the Diversity in Action Group, provided numerous consultations regarding disruptive behavior to administration, faculty and staff and offered workshops on Responding to Disruptive Behavior on Campus.

L. Comments:

We are very proud of the services we provide to the campus and community and the significant way these contribute to the college goals and ambitions. Judging from the feedback we receive from students, colleagues and community members, they are appreciative of our contribution as well.

We are particularly proud of our ability to consistently fulfill our primary mission of providing personal counseling, crisis intervention and emergency response, while at the same time, assume a leadership role in responding to emerging college and community needs. Our development of the Human Services Programs, the TTC program and the establishment of the Diversity in Action group are examples of the strength, flexibility and depth of expertise of our unit.

Key to this strength and flexibility is our excellent MFT internship program which increasingly attracts the best and brightest individuals from our local universities. Their devoted and talented service creates a base of support that allows our Psychological Services unit to provide counseling to a significant number of students and also provide services to the campus and community in the areas of instruction, staff training, consultation, and program development and coordination.