

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

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

Resources for Supporting Documentation:

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:

The Office of Planning, Research, and Institutional Effectiveness is developing a pilot template for quantitative data related to student success especially for student services programs. This data will be available in March 2010.

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

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).

Diana Bennett, Academic Senate President, bennettd@smccd.edu

Susan Estes, Vice President of Instruction, estes@smccd.edu

Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

1. BRIEF DESCRIPTION OF PROGRAM:

As part of health services provided to students, CSM Psychological Services exists to promote the mental, emotional 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.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

- One of our successes is the recruitment of interns who have bicultural background and bilingual skills. Out of six interns in 2009-10, we have two Spanish speaking intern, one German speaking intern and one Hebrew speaking intern. We performed a total of 355 personal counseling hours during the fall semester. Of the clients we served, we had 23% Asian and 22% Latina students. The percent of students who have Asian backgrounds appears to be lower than that for the CMS student body (38% Asian according to CSM Educational Master plan). This difference shows that the lack of intern counselors who speak Asian languages such as Chinese may reflect the lower number of Asian students served last fall. Another challenge that we faced was that we lost two interns in the mid year who moved to paid position in the community. If we had been able to provide salary or stipends, these losses in staffing may have been prevented. The loss of the two interns caused distress to students who were receiving services from them and interfered with students' achievement of their goals.
- In services faculty/staff training was offered during Flex Day. The title of the training was called "Depression and Suicide among College Students". Nearly thirty faculty/staff attended. There was active discussion and questions raised from the participants. We received very positive feedback from participants.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

We continued to provide quality counseling services to students. By collaborating with the campus community, we were able to provide support and consultation to faculty and staff. Due to high demand for psychological services and limited staffing, it has been challenging to maintain quality services. Due to limited staff (including only one full-time faculty) it was especially difficult to respond to emergency situations without compromising training and support to unpaid intern counselors.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

In order to retain qualified and skilled intern counselors, we should provide a minimum stipend for their work. We will also need to provide more group counseling and workshops in addition to providing individual counseling services which is one of the main services from psychological services.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Due to the state-wide financial crisis, many students and faculty/staff are going through stressful situations. It was already challenging this year to provide enough services in order to meet existing demand, considering we have limited resources. It is also difficult to retain unpaid interns because they need to seek paid positions elsewhere. We plan to recruit additional interns who are still in graduate school so that we can fulfill our needs for the upcoming year. However, because of their limited clinical experiences, there will be the need for greater supervision and training for those interns. It becomes a challenge to provide sufficient support with only one full-time staff. However, it is critical that we have enough staffing to meet the demand of psychological services. We would like to offer more groups (as indicated in the response to question 5), however, it may again be difficult to find enough numbers of students to participate in such groups because of students' busy schedules. Many students are also facing financial struggles and many of them need to work multiple jobs and/or longer hours outside of classes.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Through personal counseling, develop attitudes of self-acceptance and acceptance of others, increase self-esteem and empowerment. A self report questionnaire will be given twice a year to students who receive counseling.

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

- 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
One full time faculty position	<p>If granted, continue to meet the increasing student demand for student psychological services and crisis intervention.</p> <p>The expected impact on the functioning of Psychological Services and to the CSM community should this request for a position not be granted will be significant. Running the entire program alone, Makiko Ueda will not be able to respond to the ever increasing consultation needs of faculty, rising incidents of student crises, reports of disruptive behavior, and 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.</p>	<p>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 need of personal support will not receive the help they need and Student Services and Institution SLO's will be negatively affected.</p>

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> 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 Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators:

Classified staff:

Students:

<i>Primary Program Contact Person's Signature</i> Makiko Ueda	<i>Date</i>
<i>Full-time Faculty's Signature</i>	<i>Date</i>
<i>Part-time Faculty's Signature</i> (as appropriate)	<i>Date</i>
<i>Administrator's Signature</i> (as appropriate)	<i>Date</i>
<i>Classified Staff Person's Signature</i> (as appropriate)	<i>Date</i>
<i>Student's Signature</i> (as appropriate)	<i>Date</i>
<i>Dean's Signature</i>	<i>Date</i>

Student Services
Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (see links for PRIE's Program Review "Quantitative Data for Instructional Programs")

Distance Education Program Review Data (see links for PRIE's Program Review "Quantitative Data for Instructional Programs" and for "Research")

Glossary of Terms for Program Review (see Instructional or Student Services' Program Review pages)

Listing of Programs Receiving Program Review Data from PRIE

http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Rotation Schedule for Student Services Program Review, 2008-2011

http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183