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 intern counselors who have bi-cultural background and bi-lingual skills. Out of seven interns during 2010-11 we have two Spanish speaking, one German speaking, one Chinese and one Korean speaking interns. Based on the goal which was indicated in the 2009 program review, we were able to recruit a greater number of interns with Asian backgrounds.

	White	Asian/Pacific Islander/Pilipino	Hispanic	African American	Middle East
Students received personal counseling	53%	12%	30%	2%	4%
CSM Student (Fall 2009)	37%	28%	20%	3%	?

As indicated in the above chart, we have served a significant number of students with Hispanic and Middle Eastern backgrounds. The ratio of students who have Asian background is lower than CMS student body.

- Another challenge that we faced is retention of interns. We lost one intern in the mid year and a few of the interns had to reduce their hours at CSM in order to work for paid position elsewhere. This caused distress to students who were receiving services from these interns and interfered with students' achievement of their goals. However, the good news is that five out of six interns who stayed for 2010-11 academic year have expressed their interest in continuing with the 2011-12 academic year to service CSM students. This indicates that the interns feel satisfied with the internship training they are receiving at Psychological Services and they have very positive experiences servicing the CSM community.

- In-services training for faculty/staff was offered during spring semester. Psychological Services staff was one of three presenters to address safety and security procedures on campus.

- The following are quotes from student who received personal counseling services:
  "Now I believe I am capable and will continue to cope."
  "Thank you for this service. I am a healthier person because of this."
  "I am stronger than I knew and capable of handling life."
  "My counselor helped me through a very difficult socially challenged period of my life.
  "I am so thankful that CSM has this extremely helpful services for its students!"

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 are able to provide support and consultation to faculty and staff. Due to high demand placed on psychological services and given limited staffing, it has been challenging to maintain quality services. Due to limited staff, currently having only one full-time faculty member, it was especially difficult to respond to emergency situations without compromising training and support to unpaid intern counselors. However, we are currently using a team approach in dealing with emergency situations on campus. Our team includes the Vice President of Student Services, Public Safety, the College President, Psychological Services and other necessary personnel. I believe that this team has been working effectively to serves CSM community in case of emergency.

- As indicated in Question 2, the number of Asian students who received personal counseling remains low. This academic year, the number of interns who have Asian backgrounds with language capacity has increased. I believe that the stigma against mental health counseling is still quite strong among Asian students and this is an on-going challenge. Recruitment of intern counselors with diverse backgrounds and outreach to Asian students continues to be one of the goals for the next academic year.

- As mentioned in Question 2, retention of interns remains as a problem. Due to budget issues, we were not able to offer salary or stipends to interns.

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.).

- We are going to do more outreach activities, such as class presentations and attending student campus activities. Especially since Building 10 is open in mid-spring semester and because our program is in Building 1, there is a risk of being isolated from the rest of student services programs and it becomes more difficult to reach out to students. In order to become more visible to students, Psychological Services is planning to create a "Satellite Office" in building 10.

- As indicated in Question 2, due to a lower rate of Asian American students served in our program, by collaborating with DIAG (Diversity in Action Group) we are planning to

have an event during Asian Pacific Islander Heritage Month in May this year to acknowledge Asian Mental Health Day. We plan to have guest speakers from the community and hope to promote the importance of mental health awareness for the CSM community.

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

- As the state-wide financial crisis continues, many students and faculty/staff are going through stressful situations. It was already challenging this year to provide enough services in order to meet the demand with limited resources. It remains difficult to retain unpaid interns because they need to seek paid positions elsewhere. We may recruit additional interns who are still in graduate school to make up the deficit in post graduate interns so that we secure the total number of intern counselors we need for the upcoming year. However, because of their limited clinical experiences, it will require more supervision and training for those interns, and it becomes increasingly challenging 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.

- As indicated in Question 4, after Building 10 is open, since our program stays in Building 1, we will face a big challenge of maintaining student access to our program and the Health Center. It will also become more difficult for faculty and staff to reach us. We are planning to create a "Satellite Office" in academic counseling office area so that we have a visible presence in the new building. We also plan to set up our table in the beginning of fall semester in the lounge/cafeteria area to do outreach to students.

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.

   1. SLO 1: Through personal counseling, increased knowledge of: Myself, Family relationships, Personal goals and my strengths.

   2. SLO 2: Through personal counseling, improved skills in: Solving problems, Thinking critically, Reducing stress, Coping with change, Socializing and Distinguishing between thoughts and feelings.

      Method: Student Survey

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	If granted, continue to meet the increasing student demand for student psychological services and crisis intervention. 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. With having to run the entire program alone, Makiko Ueda 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	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.

	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.	

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 Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: an office space in Building 10 **Number:** **Vendor:** **Unit price:** **Total Cost:** **Status*:** New (negotiating with counseling department)	After Building 10 is open and Psych Services stays in Building 1, when we have our satellite office in Building 10, it helps our outreach to students and helps us stay connected with other Student Services offices for referrals. If we do not have an office in building 10, Psych Services will be isolated from the rest of Student Services programs and this lack of visibility would create huge barrier to reach to students who may need our services.	

*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** <u>as</u>
<u>appropriate:</u>

Primary program contact person:
Phone and email address:
Full-time faculty:
Part-time faculty:
Administrators:
Classified staff:
Students:

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