

## 2014-2015 Student Services Program Review

Program Name: **Psychological Services**

Program Contact: **Ueda, Makiko**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/30/2015 12:04 PM**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** 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

### 2. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

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

Our spring 2014 self-report questionnaire revealed that our students have accomplished the student learning goals that we had set forth for our unit. The goals are for students 1) to fulfill desires and possibilities through personal counseling sessions, and 2) to help students achieve academic goal(s) or stay in school through personal counseling.

The survey shows that before receiving personal counseling students scored 3.9 points out of 10 (1 represents the worst situation that the student has ever experienced, and 10 represents fulfilling all the student's desires and possibilities). After beginning to receive personal counseling the average score went up to 7.7 points. 48% of students reported that personal counseling helped them achieve academic goals and/or stay in school. About a half of students marked "Does not apply". Although most students did not report academic problems as a presenting problem during counseling sessions, about a half of students reported personal counseling had positively impacted their

academic performance.

Sample feedback comments from students are:

- Due to counseling, I was able to focus much better in school.
- Now I can address challenges.
- My counselor made me feel very safe to share my problem.
- My counselor offered me more opportunities to solve my own problems.
- Great! Love it!
- My counselor undstads, and knows how to deal with the situation even if she's never experienced it.
- I learned that not all problem are my fault.
- I was able to cope with a very tough famioy situation and maintain school.
- Thank you, CSM.
- I learned a lot about myself.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

Student Survey only.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

GE-SLOs→ Programs' and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
to fulfill desires and possibilities through personal counseling sessions	X		X		X
to help students achieve academic goal(s) or stay in school through personal counseling	X		X		


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 sustained 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 have been able to achieve the goal in past years of providing counseling services to students from ethnic minorities and underserved populations. We currently have intern counselors with culturally, ethnically and linguistically diverse backgrounds. Despite having difficulty recruiting a Chinese speaking intern for this year, we were successful in recruiting a multi-lingual and diverse staff: out of seven intern counselors we have five bilingual counselors (Tagalog, Spanish, Korean, Hebrew and Japanese), one LGBTQ counselor and one Veteran counselor.

During the 2013-2014 academic year we provided counseling services to a student body consisting of: 36.0% White, 25.3% Hispanic, 29.3% Asian and Pacific Islander (API), 2.7% Middle Eastern and 3.3% African American. Compared to last year's report, this year's report shows significant increase (4 to 10%) of Hispanic and Asian students who received counseling services. Compared to the CSM student ethnicity profile (Fall 2012), the backgrounds of students who received personal counseling seems to reflect well the overall CSM student ethnicity profile.

	White	Asian/Pacific Islander/Pilipino	Hispanic	African American	Middle Eastern
CSM Student Ethnicity (Fall 2012 by PRIE)	32.5%	21.8%	19.1%	3.8%	No data
Students received personal counseling (2013-14)	36.0%	29.3%	25.3%	3.3%	2.7%

In the student survey a small number of students self-identified as Veteran, DSPS student and LGBTQ. (Three students reported DSPS, only one student reported LGBTQ and none of students identified themselves as a Veteran student.) A new section was added to the counseling intake form this academic year (2014-2015) in order to gather more data on student's profiles besides ethnic background.

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

As a part of direct service to students, Psychological Services offers not only individual counseling, but also provides students with support groups, workshops and outreach activities. I believe that faculty and staff involvement makes a big difference to student's participation in such activities.

For example, the CSM Mental Health Fall conference was held in 2013 in collaboration with CSM Cares program. Several speakers were invited to CSM to address a variety of mental health related topics such as stigma, multicultural issues, LGBTQ and Veteran student issues. At the Playback theater improvised performance, several students shared their personal stories to address stigmatization of mental health. Faculty members agreed to bring their classes to the workshops. A few hundred students participated in the conference.

Student peers also made a huge impact on our outreach efforts to students. With guidance and support from a Mental Health Educator coordinator, the student peers set up a table two to three days each week at College Center in order to engage with students. The peers also help coordinate campus mental health related events and run Active Minds student club in order to promote mental health awareness

among students. The peers did an excellent job promoting mental health and wellness and they had a direct contact with a large number of students to discuss mental health and wellness.

### 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. We have seven intern counselors who worked as volunteers in the 2013-14 academic year. We have been able to offer 1069 counseling hours to 213 students. This number represents a 30 % decrease in the number of counseling hours and about a 20% decrease in the number of students who were served compared to 2012-2013. There are several possible reasons for the decreased number of students we served this cycle. We lost two interns in mid-year because of their completion of their internship hours towards licensure and other interns' available hours were limited this year. Since we could offer only volunteer positions and it was not easy to make stable counseling hours available to students. However, it would have been impossible to serve this many students with a single counseling faculty member working alone.

With the effort and help of a Mental Health Educator, we were able to establish the Active Minds student club on campus during 2013-14. This is a national organization to promote mental health and wellness among college students. I believe that Active Minds plays an important role to reach out to students on campus and help to create a safe space where students can talk about mental health issues and challenges affecting them. It was reported that over two hundred students signed up for the Active Minds Club and there were about 15 active members. Because of successful referrals from the Psychological Services to Active Minds, several active members of Active Minds club are "graduates" from the Psychological Services counseling program, and they benefit from having peer support on campus.

This academic year two new groups were made available to students which involved staffing by an intern counselor. DSPS/Transition to College students participated in support groups for one semester. Social skill groups were also offered for children at the Child Development Center. These groups were well attended and successful. I believe that collaborating with campus programs is a big part of success.

### 3. 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 was indicated at the previous program review, 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 with a one year extension that covers fall 2012 through spring 2015. It has provided us with resources and funds to promote student mental health with emphasis on suicide prevention, peer support and outreach to under-served populations such as LGBTQ, 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 and suicides committed by college students. There are also large numbers of Veteran students with psychological/ adjustment difficulties.

During recent years there has been a big movement to develop suicide prevention programs on college campuses nationwide. Active Minds is one good example of such a program. The mission of Active Minds is to promote student mental health awareness. This program was started by a university student in 2001. Now there are over 500 chapters throughout the US and Canada. It is exciting to bring an Active Minds chapter to CSM campus, bringing a benefit to so many students.

### 4. Planning

#### A. Results of Program Plans and Actions

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

Plans from 2013-14 program review are: 1) Strengthen outreach activities through working with the Mental Health Peer program and Active Minds student club and 2) qualified staff (intern) counselor recruitment and maintain high quality intern training program.

1) Strengthen outreach activities through working with the Mental Health Peer program and Active Minds student club

Through collaboration with CSM Care's planning members, we coordinated in-services training and outreach activities on campus. According to our data from 2013-2014, 49.6% of students were self-referrals, 30.8% were direct referrals from faculty and staff, 8.5% were referrals from friends and family, and another 15.3% of students learned about our services through our classroom presentations. Compared to last academic year, direct referrals by CSM faculty and staff decreased from 45.8% to 30.8%. On the other hand, self referrals have increased from 36.1% to 49.5% and there has been a big increase in referrals through class presentations from 8.4% to 15.3%. There are no clear reasons why the number of referrals from faculty and staff decreased; however, class presentations, flyers and websites appear to have been effective outreach methods during this reporting cycle. It makes sense that peer educators can offer more outreach activities next year which include class presentations.

Referral Source	Faculty and Staff	Self (flyer, website, etc.)	Friends/Family	Class Presentation	Other
% of Students (multiple choice)	30.8%	49.5%	8.0%	15.3%	12.0%

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

We are successful recruiting skilled intern counselors who have diverse backgrounds. Out of seven interns, three are practicum students and the other four are registered interns by the State of California. Six interns speak languages other than English. One intern identifies himself as LGBTQ and one is a Veteran. The racial breakdown is: three Caucasians, one Hispanic, two Asians (Korean and Filipino), and one Middle Eastern.

Weekly individual and group supervisions are offered to all the interns and weekly training sessions are conducted. 2013-14 training topics included: crisis management, suicide assessment, narrative therapy, eating disorders, trauma, domestic violence, motivational interview, solution focused therapy, psychiatric medication, diversity training, and case presentation. Four guest speakers from outside the campus were invited to share their specific areas of expertise with the interns. I coordinated several off-campus trainings in the area. There were three staff retreats through the year in order to build community and create a supportive environment for intern counselors.

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, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

In order to support student success, CSM Psychological Services is committed to serving students with diverse backgrounds, and to promoting mental health awareness for the whole campus community through professional development and in-service training. Our mission aligns closely with the CSM College Mission, Diversity Statements and Institutional Priorities (Priority 1 and 4).

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.

Through collaboration with CSM Cares, we continue to offer psycho-educational training and workshops to faculty/staff. This helps 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 help reduce the stigma of receiving psychological services resources, and students are therefore more likely to access them.

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.

We are committed to strengthening our collaboration efforts with campus programs. Psychological Services works closely with the CSM Health Center and other student support services and campus programs including: CSM Cares, Disabled Student Services, Student Life Office, Transition to College program, EOPS, Veteran Support Services, Multicultural Center, Child Development Center, Public Safety, (Academic) Counseling Program and Diversity in Action Group (DIAG)

With help from the Mental Health Faculty liaison, we have been able to increase the number of in-service training this year. We also provide consultation to faculty and staff. Because of a strong collaboration with campus programs and academic instructors, about 30% of students receiving counseling are directly referred by faculty and staff. (See section 4-A.1) Once the student's emotional and/or behavioral issues are addressed and he/she receives appropriate support, I believe this ultimately leads to his/her academic success.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

The grant which financially supports our CSM Cares program is only for three years and it will end in spring, 2015. It is important to continue and maintain CSM Cares after spring 2015. We need to keep a faculty liaison position in order to run CSM Cares effectively.

Equipment and Technology

An office computer needs to be replaced with new computer.

Instructional Materials

I would like to request professional development funds to support the counseling internship program for our volunteer counselors. Since the grant will end in spring 2015, CSM Cares also needs funds to continue to provide in-services training/workshops to faculty/staff and students.

Classified Staff

The grant which financially supports our CSM Cares program is for three years and it will end in spring, 2015. It is important to continue CSM Cares program after spring 2015. We need to bring back a mental health educator position in order to run CSM Cares and peer educator program effectively.

Facilities

C. Plans and Actions to Improve Student Success

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title:

Offering training and support to Peer Educator program

Description

Psychological Services is committed to build strong connections with the peer educators through a collaboration with Student Life Office by attending regular meetings and offering psych-education training to the peers. We provide guidance and support to their outreach activities in order to promote mental health awareness for students, which promote student success.

Action(s)	Completion Date	Measurable Outcome(s)
In-service training to the peers offered by Psych Services	Spring 2015	Offer monthly training to peers
Students referrals to/from Active Minds Club	Spring 2015	Post Active Minds flyers in a counseling waiting room, refer students to the club, join the club meetings as an adviser
Involve in activities with Peer Educators	Spring 2015	Attend peer educator's weekly meeting and Active Minds regular meeting. Help coordinate Mental Health Fair and other outreach activities

**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.	Spring 2015	Decide on six to eight interns by the end of March 2015. New interns will consist of people

		who are bilingual/bi-culture, LGBTQ or veterans.
Continue to provide on-going training such as group/individual supervision and weekly training.	Spring 2015	Training includes orientation, three retreats, diversity related workshops, several guest presenters and case presentations, etc.

**5. Resource Requests**

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost
New computer for a faculty	?




Instructional Material

Description	Cost
Professional development fund for intern counselors	Cost: \$2,000
In-Service training and workshop for faculty/staff and students (CSM Cares)	Cost: \$10,000

Classified Staff

Mental Health Educator (full time)	Cost: \$40,000 (?) including benefits
Support Peer Educators (5 to 7 student peers, 10 hours/week)	Cost: \$10,000

Facilities

**For immediate or routine facilities requests, submit a CSM Facility Project Request Form.**

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Description	Cost

**6. Program Maintenance**

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

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

<b>Date of next review/update</b>
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Makiko Ueda	Spring 2015

C. SLO Assessment Contacts

<b>Makiko Ueda</b>	<b>Spring, 2015</b>