

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Psychological Services

Division Name: Student Services

Please list all team members who participated in this Program Review:

Name	Department	Position
Laureen Balducci	Student Services	AVPSS
Alexis Donato	Psych Services	Counselor
Francis Rescipio	Psych Services	Adjunct Counselor
Patricia Meza Parada	Psycho Services	Administrative Assistant II

Number of Full Time Faculty:

1

Number of Part Time Faculty:

1

Please list all existing Classified positions: *Example: Administrative Assistant I*

3 part-time Mental Health Counselor Interns; 1 Administrative Assistant II

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

2,375 Number of students served through outreach and prevention programs and workshops
 6,502 Number of visits to the Psych Services resource website
 400+ Unduplicated count of individual counseling session (50-minute sessions)
 1,422 Number of student crisis and drop-in sessions
 100+ Number of faculty and staff consultations provided via phone, drop-in and email

Psychological Services continues to shine in counseling sessions, conducting campus workshops and connecting with faculty and staff on issues concerning the mental health of students. Our website continues to be a focal point and useful resource for faculty, staff and students in that the number of those that visit the website has increased. The website acts as a community resource of mental health issues, offers self-help interactive programs such as a virtual wellness center, wellness activity cards program, active minds, Student Health 101, etc.

We offer CNSL 72 classes on Stress and Wellness, and continue to offer QPR training (when staffing allows).

With the many social issues and global concerns lately, we believe that the campus community is seeking out our services more and more and we welcome the chance to help. With that said, we will be moving forward with hiring our much-needed 3rd full-time faculty counselor to assist with the influx of

new counseling appointments.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

With the recent installation of Mediat (our electronic medical record keeping system) this past year, we have been able to better chart student records and have a data base in which to generate stats of who we are seeing and for what purpose. With this analysis we can look at trends and the need for any specific kinds of issues that students may be struggling with.

In regards to last year's program review, we concur that there was not enough staffing of counselors to meet the demands of students, but will help remedy this by hiring a 3rd full-time psych counselor. Spacing may still be an issue depending on the number of part-time counselors we have as well as any counselor interns.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We will continue to offer prevention programs, crisis intervention, outreach to the college community, brief therapy, suicide assessments, faculty and staff consultations, and general student wellness counseling equitably.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Hire a counseling team with diverse backgrounds.	Winter 2016	Market and advertise to a diverse psych counselor population.
Offer CNSL 72 every quarter	Winter 2016	To help meet the needs of student demand in taking the course.
Increase staffing level to reflect the needs of the Psych Services area.	Spring 2016	To prevent burnout of current staff faculty, given the increase in number of counseling appts. and

		services.
Create more online professional development workshops for faculty and staff	Spring 2016	Online workshops and QPR trainings

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Mental Health Interns	\$15 per hr	1 and 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

SECTION 3: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

3A. Strengths and successes of the program as evidenced by the data and analysis:

The Psychological Services and Personal Counseling program continues to play an important role in serving students. By offering individual appointments, drop-in, crisis counseling, and a continued resource for the college regarding psychological issues in general, we are able to effectively serve the college regarding psychological issues and concerns. We remain an integral educational part of the campus as well with teaching CNSL 72 courses, implementing our informational and resource website, and with faculty and staff professional development.

I continue to support the need for expansion of the program, as the need for students to receive psychological counseling grows, and the need for us to market and offer prevention education and services increases.

3B. Areas of concern, if any:

One area of concern is that in our plans to want to expand the program, space may be an issue.

3C. Recommendations for improvement:

None at this time.

3D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

3E. Strengths and successes of the program as evidenced by the data and analysis:

Psych services is a critical component to student success. The new faculty have worked to step in to a long time established program and continue to serve students while they learn the college processes.

3F. Areas of concern, if any:

As the faculty are new, we need to continue to work with them to help them understand priorities, manage their workloads and learn about college expectations.

3G. Recommendations for improvement:

Continued training of new faculty.

3H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College

SA - Psychological Services

Mission Statement: To provide culturally relevant brief mental health and personal counseling, outreach and prevention services to the Foothill student community. Services are designed to empower student ability to prevent, ameliorate and overcome problems that impede academic achievement and mental health wellness. The provision of education and training to the faculty and staff of our broader campus community is an important part of our core mission. By increasing awareness, skill and knowledge of student mental health we are able to identify students and provide services that may enhance retention and success.

Primary Core Mission: Basic Skills

Secondary Core Mission: Transfer

Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Psychological Services - Risk Reduction - Students identified at risk for suicide will work collaboratively to create a safety plan, improve mood and suicidal thoughts.</p> <p>Start Date: 11/18/2011</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Burns Brief Mood Survey, pre and post test</p> <p>Assessment Method Type: Survey</p> <p>Target: 80% of students who participate in Psychological Services will demonstrate a decrease in suicidal thinking and an improvement in mood.</p>	<p>01/27/2015 - We continue to meet our target goal as reflected by our outcomes. Almost 100% of depressed students presenting with suicidal ideation cooperated in safety planning. Foothill police escorted three students on a 5150 though this number does not reflect students who went on a voluntary basis or agreed to off campus psychiatric services. Most students who did not drop out of counseling demonstrated an improvement in mood as indicated via their Burns Brief Mood Survey, Evaluation of Therapy Session Form (collected after every brief therapy session). Unfortunately, we only have 2 licensed counselors on staff and could serve more students with the addition of one more full-time licensed counselor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Hire 1 full-time licensed mental health counselor and 5-6 interns. Additional office space.</p>	
		<p>12/18/2013 - Our target goal in this area has been met. The use of Burns TEAM Model that is grounded in CBT has been effective in changing</p>	<p>12/18/2013 - Recruit 2 additional part-time interns for 2014 - 2015 academic year.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>thoughts that contribute to depressed mood and hopelessness leading to suicidal ideation. Students displaying suicidal ideation cooperated in developing safety plans with their counselors. Students who were hospitalized on a 5150 or voluntary admission were stabilized prior to discharge with improved mood and resources for continued care.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Recruit 2 additional interns for 2014- 2015 (Total 48 hours)</p> <p>Resource Request: Funds to bring in 2 additional part-time counselor interns</p>	
		<p>10/23/2012 - Winter Quarter 2012 : Out of a random sample of 112 students serviced during winter quarter 2012, 32 had suicidal thoughts at the time of their appointment request. Fifteen (15) of these students improved in mood and 2 remained the same. Some of the remaining students were identified as having suicidal fantasies vs. suicidal ideation. Those with suicidal ideation, pending on the severity and additional factors, were either hospitalized, referred out or worked collaboratively to establish safety plans and in most cases continued treatment.</p> <p>Bottom Line: We had no Foothill student suicides among those we identified at-risk. Early intervention is the best intervention.</p> <p>Results: Most students that are able use our services and keep appointments do show an improvement. The appointment no shows and those requesting a referral only (rather than service) skews our results. An electronic record keeping system will also help us to strengthen our</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>ability to collect data given the increased demand for services while allowing for greater efficiency.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Electronic Mental Health Record Keeping System/Database .</p>	
<p>SA - Psychological Services - 2 - Suicide Risk - The program will identify students at risk for suicide and violence towards others.</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Request for Appointment Triage Form and Dr. David Burns Brief Mood Survey (See Appendix)</p> <p>Assessment Method Type: Data</p> <p>Target: To improve suicide prevention techniques utilized by students.</p>	<p>01/27/2015 - While we continue to screen all students seeking our services using industry standard assessment instruments, we have expanded our efforts to identify students at risk for suicide and violence towards others. We established a campus Suicide Prevention Committee during Winter Quarter 2014 represented by a cross section of students, faculty and staff.</p> <p>All of our interns and newly hired mental health counselor completed the QPR Suicide Prevention Gatekeeper Instructor Training and were certified. Our combined teaching efforts resulted in 9 workshops taught and 199 Foothill Suicide Prevention Gatekeepers trained. By broadening the safety net, the identification of at-risk students has become a shared responsibility and supports the identification of students who could go unnoticed. One intern completed a research study on the effectiveness of QPR training among Foothill's Latino population for her Master's Thesis. We also provided an in-service for Foothill's Counselors on Kognitio –At Risk Students, Veterans and LGBT communities.</p> <p>Our 2 licensed mental health clinicians completed the NABITA training for violence risk assessment and participated in the development of the campus BEST Team.</p> <p>We have provided assessment and developed</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>interventions for students deemed at risk for violence towards others.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Hire 1 full-time licensed mental health counselor and 5-6 interns. Additional office space. Resource Request: Hire 1 full-time licensed mental health counselor and 5-6 interns. Additional office space.</p>	
		<p>11/26/2013 - While we have been successful in identifying students at risk for suicide and violence towards others, it has been challenging due to the high demand for drop-in services requiring safety checks. While some students are seriously suicidal, there many students who have fantasies without any intention of acting on them. Our limited staff resources for service delivery and triage have been stretched.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>11/26/2013 - Administer a more detailed suicide assessment instrument for students to complete. Our existing Brief Mood Survey (BMS) will still be used, however, pending student responses, they will be asked to complete the Burns Suicidal Urges Inventory. This easy to use form will gather written responses in 6 major categories that include 1)Thoughts and Fantasies, 2) Urge, 3)Plan, 4)Deterrents, 5)Specific Risk Factors, 6) Openness and Honesty. As is standard practice, students will also be provided a face-to-face clinical assessment as needed.</p>
		<p>10/23/2012 - We continue to identify all students at risk for suicide and violence towards others. We screen all students who request appointments or are referred by their instructors, counselors, staff and administrators. This screening process can be time /staff intensive but has helped us to</p>	<p>10/23/2012 - Continue to track students at risk.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>keep our students and campus safer.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Purchase of Mental health electronic data keeping system called "Medicat" to print reports and for efficiency and allow staff more time for students.</p>	
		<p>10/13/2011 - * 100% of students requesting Foothill mental health services were screened and identified for suicidal ideation and violent urges upon their request for an appointment. This effort was made possible via our department Appointment Request Form's triage questions, our Brief Mood Survey and the availability of department staff for immediate safety checks.</p> <p>* Greater numbers of students indicate suicidal ideation with fewer having thoughts of violence towards others. Diverse cultures have varied views about suicide and sometimes wish to speak in their native language when distraught. International students present with varied English language proficiencies.</p> <p>* Early identification helped save lives Many students had suicidal fantasies and were not in imminent danger. Immediate safety checks, though necessary, sometimes resulted in interruption of sessions of students who had scheduled appointments. This occurred only when all staff was in sessions with scheduled students and no extra staff was available.</p> <p>* Our QPR Suicide Prevention Gatekeeper Training Program has trained 260 Foothill students to date on how to recognize the warning signs of suicide, how to persuade</p>	<p>10/13/2011 - * Institutionalize and expand QPR Suicide Prevention Gatekeeper training for Foothill students, faculty, staff and community. Suicide prevention must be a shared responsibility and students also identified in their natural environments.</p> <p>? Maintain diverse Psychological Services staff and interns that includes varied races, ethnicities, sexual orientations, cultures and language capabilities.</p> <p>? Provide drop-in services, and establish community partnerships.</p> <p>? Re-design and make suicide prevention more prominent on our web homepage.</p> <hr/> <p>10/13/2011 - * Institutionalize and expand QPR Suicide Prevention Gatekeeper training for Foothill students, faculty, staff and community. Suicide prevention</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>fellow students to get help and how to refer them for help. Training gatekeepers expands opportunities for early identification and intervention for persons at risk. We have received referrals and inquiries from students as a direct result of exposure to the training.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: * Commitment from additional faculty, staff, administrators and students to attend QPR Suicide Prevention Gatekeeper Training. This can be done via a collaboration that allows suicide prevention training to be brought to faculty classes. Continued pr</p>	<p>must be a shared responsibility and students also identified in their natural environments.</p> <p>? Maintain diverse Psychological Services staff and interns that includes varied races, ethnicities, sexual orientations, cultures and language capabilities.</p> <p>? Provide drop-in services, and establish community partnerships.</p> <p>? Re-design and make suicide prevention more prominent on our web homepage.</p>
<p>SA - Psychological Services - Faculty & Staff Intervention - After completion of the Kognito Interactive On-Line Training Simulation, faculty and staff will be able to demonstrate an improvement in knowledge and skills to identify, approach, and refer distressed students to mental health counseling.</p> <p>Start Date: 11/18/2011</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Kognito Assessment Tools: Pre/Post Survey (Directly before and after training) Follow-Up Survey (4-6 months after completion of training) Assessment Method Type: Pre/Post Test Target: 70% of faculty and staff who participate in the Kognitio Online Training will demonstrate an improvement in score on the post survey.</p>	<p>01/27/2015 - Our department provided Kognito Interactive On-Line Training to Foothill's Counseling Division as an in-service professional development opportunity during Spring Quarter 2014. Counselors were offered a selection of modules that included: Working with Student Veterans, Working with LGBTQ Student Community and Working with Student Veterans. Evaluations indicated that the training increased knowledge and awareness for working with these special populations. Counselors have been excellent referral sources for students needing mental health services. We have posted the Kognito training onto our website but the college participation rate is very low. Our target has not been fully met given the greater number of faculty and staff who could benefit from the training. With additional staffing, creative marketing and administrative support, we can significantly increase our users.</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Hire 1 full-time licensed mental health counselor and 5-6 interns. Additional office space.</p>	
		<p>12/18/2013 - Changes in department staffing (reduction of contract hours) required adjustments to our Kognito Training program goals. Efforts to expand Kognito training will resume during Winter Quarter 2014.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Time Commitment from Faculty, Staff and Administrators to support Kognito Training.</p> <p>Resource Request: Time Commitment from Faculty, Staff and Administrators to support Kognito Training.</p>	<p>12/18/2013 - Post Kognito On Psychological Services Webpage.</p> <p>Gain consensus for college-wide support of Kognito Training and market the program.</p>
		<p>10/23/2012 - We purchased 61 site licenses prior to training. After providing two workshops, less than a third, or only 19 licenses were activated. Of those 19 that were activated, 12 completed the course for a completion rate of 63%. With retooling future workshops to increase greater participation by faculty and staff.</p> <p>100% of faculty and staff participating demonstrated an improvement in knowledge and skills to identify, approach, and refer distressed students to mental health counseling. Their scores on the post survey reflected this. This exceeds our initial target goal of a 70% improvement rate.</p> <p>In the pre-test category of ?ability to recognize the</p>	<p>10/23/2012 - Kognito Program Sales Personnel did not disclose that the pre and post test were optional. This did impact the survey completion rate of program participants and contributed to a smaller sample than we expected.</p> <p>Our program strongly recommends the continued use of Kognito On Line training for faculty, staff and administrators. We will, however, change the location and format of our workshops for greater participation and completion. We will hold the workshops in a computer</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>indicators of psychological distress, depression, anxiety or suicidal thoughts, 37.5% scored medium and 25% high. The post-test scores improved significantly with 62.5% high and 37.5% very high.</p> <p>Faculty and staff confidence in approaching students exhibiting signs of psychological distress to discuss their concerns also showed significant improvement. Pre-test Scores indicated 62.5% Low and 37.5% Medium. Post- test survey showed 65.5% in high range and 12.5% in very high range.</p> <p>Confidence in ability to help a suicidal student increased significantly and 100% said they would recommend the course to colleagues.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	<p>accessible location with expectations that the online program be completed by the end of the workshop.</p> <p>Action & Follow Up Program director will ask Foothill College for IRB approval and collaborate with Kognitio to remove the ?optional status of the surveys.We will solicit support from administration and college senates to increase employee enrollment in and completion of Kognitio. The CCC Chancellors Office Mental Health Advisory Council has purchased Kognitio for all California Community Colleges so there will be no additional costs for us to continue the training program at Foothill. Kognitio added new questions to the survey that were not asked of our participants. We will ask them to give us results on surveys that only include questions asked of our participants.</p>
<p>SA - Psychological Services - Access to Services - Students who request services will be able to access them within one week of appointment request in order to</p> <p>SA-SLO Status: Inactive</p>			
SA - Psychological Services - 1 - Prompt Appointment - Provide mental health counseling services to students within one	Assessment Method: Request for Appointment Triage Form. (See Appendix) This tracking form is first	10/13/2011 - * Approximately 90% of students requesting appointments were seen within 7 days of initial appointment request. The appointments	10/13/2011 - * Establish and provide drop-in hours in addition to our existing scheduled and urgent

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>week of appointment request.</p> <p>SA-SLO Status: Inactive</p>	<p>completed by students on the day of the initial appointment request and includes a notation by our office secretary of the actual date that the appointment has been scheduled. The disposition may result in a same day urgent safety check appointment, a future appointment, waiting list or referral to an off campus resource. This form is also used for appointment requests made by telephone.</p> <p>Assessment Method Type: Data</p> <p>Target: Make the appointment process clearer for students.</p>	<p>were a combination of planned and urgent same day service for students reporting suicidal ideation or violent urges.</p> <ul style="list-style-type: none"> * Waiting lists were established for the remaining students or referrals off campus for those who were able to afford it and willing to go. * Many Foothill students do not have health insurance and cannot afford the sliding fee scales for off campus mental health. * Our department sponsored Healthy Relationships Student Support Group and Stress, Wellness and Coping Classes (Life long Learning, sped 72), helped to provide services to greater numbers of students in a group vs. individual structure. * Counselors are vulnerable to burnout in meeting the demand for services during high peak periods, particularly with crisis intervention and risk assessment requiring immediate safety checks. Clinical staffings and attempts by staff to lunch are often interrupted to meet the demands for services that include suicide / violent urges risk assessments. Given the intensity of mental health counseling and student presenting problems, our staff is particularly vulnerable to burn out, and fatigue which can impact safety and sound clinical practice. Our office secretary supports two departments (Health and Psychological Services). This requires numerous multi-tasking endeavors while attempting to meet student needs whether in person or via phone and can impact more immediate response for students or callers. * Significant numbers of students are reporting suicidal ideation when requesting appointments. 	<p>appointments.</p> <ul style="list-style-type: none"> * Establish partnerships with community agencies to provide adjunctive, affordable and convenient mental health services for Foothill students. * Increase department Secretary I position from a half time to full-time. * Identify and implement self-care activities and better workplace practices for staff so that they can continue to meet the demands for services.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: * Dean support and approval for schedule changes that allow for team self-care practices, quality clinical staffing time and establishment of community partnerships. Closing our office during lunch hour (commencing Winter Qtr. 2011) has allowed staf	
SA - Psychological Services - 3 - Familiarity - Students will demonstrate familiarity about the existence of mental health services on campus. SA-SLO Status: Inactive	Assessment Method: American College Health Association (ACHA) National College Health Assessment (NCHA) Survey ? administered Fall 2010 (every 2 years) of 139 Postsecondary College campuses. Assessment Method Type: Survey Target: Increase student awareness of program.	10/13/2011 - Despite the high demand for on campus mental health services and the services provided by our team there are still numerous students who have not used our services according to the 2010 American College Health Association-National College Health Assessment Survey Institutional Data Report. Of the 1102 Foothill student surveys completed, 92.5 % have of the students had not used our services while 7.25% had. It is unknown whether students in the sample were aware of our services or chose not to use them. When asked if they would consider seeking mental health services for a personal problem 70.5 % responded yes while 29.5% said no. This indicates that students in the sample are open to personal counseling. Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: ? Maintain a clinical team staff ratio that will allow us to meet the demand for services. The greater the outreach the greater the demand for services. ? We will need to continue to include mental health interns as an integral part of our staff an	10/13/2011 - ? Continue to increase our visibility and outreach efforts at campus mainstream events in student friendly, culturally relevant and more approachable formats. ? Maintain a diverse staff. Diversity plays a critical role in our efforts to reach out and serve our diverse student population while addressing issues of mental health outreach and service in culturally appropriate ways. For example, our intern on military reserve status was able to provide culturally relevant outreach to Foothill student veterans at Foothill's Resource Center. With increased numbers of veterans returning with Traumatic Brain Injury and Post Traumatic Stress Disorder, outreach and service that is appropriate for military culture is imperative. ?We can also modify our website and possibly increase WSCH generating offerings of our Stress,

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			<p>Wellness & Coping Class that meets Lifelong Learning requirement. Increase faculty / staff outreach and program orientation marketing via department in- services, email, and staff development workshops. Our employees can help apprise students about our services. Continue to provide mental health internships and community partnerships that support the provision of services that reach greater number of Foothill students.</p>