

### Basic Program Information

**Department Name:** Psychological Services and Personal Counseling

**Division Name:** Student Services

**Program Mission:**

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 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.

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

| Name                   | Department             | Position  |
|------------------------|------------------------|-----------|
| Melanie Hale, LCSW     | Psychological Services | Director  |
| Patricia Paulino, B.A. | Psychological Services | Secretary |

|   |  |
|---|--|
| <b>Total number of Full Time Faculty:</b> | 2 (1 of two positions reduced contract by 50%) |
| <b>Total number of Part Time Faculty:</b> | 0  |

|   |
|---|
| <b>Please list all existing Classified positions:</b>   |
| 1 Half-Time Secretary (50%) Classified  |
| 3 Part-Time Mental Health Counselor Interns   |
| 2 Part-Time TEA Licensed Counselors - Replacements for the Reduced Contract Hours of 1 FT Counselor |

## Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

This data was obtained via the following sources:

CCC Apply

**8,421 Students Served**

**7,746 Students via Outreach and 675 Via Individual Counseling As Follows:**

|  |  |
|--|--|
| • Students Seen for Individual Counseling                  | 675 (Unduplicated Count)   |
| • Individual Counseling Sessions Provided                  | 1,287 ( <b>50 Minute Sessions</b> . Crisis Sessions May be Longer) |
| • Students Served Via Outreach (Lectures/Tabling)          | 2,118  |
| • Website Hits   | 5,628  |
| • Faculty/Staff Consultations<br>(Via email/phone/drop-in) | Data Not Tallied   |

The number of students served and the number of counseling sessions have increased over the past 3 years. This is an indication of the demand for mental health services on campus and our outreach efforts. During 2010-2011, we provided 769 individual counseling sessions and 923 sessions during 2011-2012. We provided 1,287 sessions during 2012-2013. Despite the contract reduction of our full-time counselor, additional services were provided by two part-time temporary replacement counselors and the department director who continued to carry a caseload of students and participate in outreach and critical incident stress debriefings on campus.

Our website hits in 2010-2011 were 3,879. During 2012-2013 website hits increased to 5,628.

Ask Foothill

Credentials

SARS

Other (List)  Monthly Client Data Logs and Outreach Data Tracking Form

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

- Each student receiving counseling indicates their ethnicity on our Student Intake Form for culturally relevant assessment and treatment planning. While the ethnic breakdown appears to be proportional to the general college ethnic distribution more strategic outreach and services can benefit underserved populations.

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

- • Organizational changes in Student Services, a reduction in faculty contract, and staffing changes resulted in discontinuing off campus training activities provided by Foothill Institute for Community College Mental Health (FICCMH). FICCMH is a fund generating training institute for college mental health under Psychological Services. Services will resume when staffing patterns and structures support this effort.
- Off campus services were provided at Stanford for Foothill /Stanford Physician Assistant Program. Orientation to Psychological Services and workshops on Managing Stress and Test Anxiety were highly rated on post-workshop evaluations by participants. The effectiveness of these services were made evident by the Stanford PA Coordinator's request our services to be available to their students during summer months. In addition, the program has asked for our Managing Stress Workshop to be offered incoming students.

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

- **NO.** The increase in requests for individual counseling, number of sessions provided and crisis drop-in/suicide assessments, has resulted in periodic wait list for services. Two campus based critical incident stress debriefings following traumatic circumstances is a reminder of our need for staff availability following unanticipated incidents. Increasing the number of mental health interns is cost effective and will help to address this need. It will require additional space on campus and the cooperation of programs that house them. Our new projected date for 2 additional interns is 2014- 2015.

## Section 2: Core Mission Support and Student Equity

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

**a. Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

- • Assessing and identifying potential impediments to success in the acquisition of basic skills and making appropriate on and off campus referrals for intervention.
- Referral for learning disability assessment or intervention that includes accommodations.
- Referral and support for continued use of campus services promoting basic skills. (ex. Pass the Torch, General Counseling) Connecting students with appropriate services contributes to retention.

**b. Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute

- Providing student advocacy and counseling to resolve personal crisis situations and unresolved long-term problems that can derail transfer. (Includes advocacy to resolve barriers resulting from achievement addiction, involvement with the criminal justice system, personal and family trauma, cultural adjustment, coming-out, relationship conflicts, disabilities, homelessness, alcohol and other drugs, PTSD, depression, domestic violence, financial struggles, etc.)

to student equity and success in this core mission area.

**c. Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

□

Values clarification, strength based mental health counseling services and appropriate referrals to workforce and career planning classes and programs supporting the needs of workforce students.

**Section 3: Learning Outcomes Assessment Summary**

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

SEE ATTACHMENT

## 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  |
|---|--|--|---|
| SA - Psychological Services - 2 - Suicide Risk - The program will identify students at risk for suicide and violence towards others | <p><b>Assessment Method:</b><br/>Request for Appointment Triage Form and Dr. David Burns Brief Mood Survey (See Appendix)</p> <p><b>Assessment Method Type:</b><br/>Data</p> <p><b>Target:</b><br/>To improve suicide prevention techniques utilized by students</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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>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> |
| SA-SLO Status:<br>Active  |  | <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 keep our students and campus safer.</p>   | <p>10/23/2012 - Continue to track students at risk.</p>   |

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| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks   | Assessment Findings/Reflections  | Action & Follow-Up   |
|-----------------------------|--|--|--|
|                             | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2011-2012</p> <p><b>Resource Request:</b><br/>Purchase of Mental health electronic data keeping system called "Medical" 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 fellow students to get help and how to refer them for help. Training gatekeepers expands</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> <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</p> |

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Annual Student Services Program Review Template for 2013-2014 (updated 11/6/13)

| Service Area SLOs (SA-SLOs)   | Means of Assessment & Target / Tasks  | Assessment Findings/Reflections  | Action & Follow-Up  |
|---|---|--|---|
| 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><b>Assessment Method:</b> Burns Brief Mood Survey, pre and post test</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 80% of students who participate in Psychological Services will demonstrate a decrease in suicidal thinking and an improvement in mood.</p> | <p>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b><br/>* 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>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> |
| 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><b>Assessment Method:</b> Burns Brief Mood Survey, pre and post test</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 80% of students who participate in Psychological Services will demonstrate a decrease in suicidal thinking and an improvement in mood.</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 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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b><br/>Recruit 2 additional interns for 2014- 2015<br/>(Total 48 hours)</p> <p><b>Resource Request:</b><br/>Funds to bring in 2 additional part-time counselor interns</p> | <p>12/18/2013 - Recruit 2 additional part-time interns for 2014 - 2015 academic year.</p>   |

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| Service Area SLOs (SA-SLOs)  | Means of Assessment & Target / Tasks   | Assessment Findings/Reflections   | Action & Follow-Up  |
|--|--|---|---|
| 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 | <p><b>Assessment Method:</b> Kognito Assessment Tools; Pre/Post Survey (Directly before and after training)</p> <p><b>Follow-Up Survey (4-6 months after completion of training)</b></p> <p><b>Assessment Method Type:</b></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 ability to collect data given the increased demand for services while allowing for greater efficiency.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b><br/>Electronic Mental Health Record Keeping System/Database</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> |
| 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 | <p><b>Assessment Method:</b> Kognito Assessment Tools; Pre/Post Survey (Directly before and after training)</p> <p><b>Follow-Up Survey (4-6 months after completion of training)</b></p> <p><b>Assessment Method Type:</b></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><b>Result:</b><br/>Target Not Met</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> |

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Annual Student Services Program Review Template for 2013-2014 (updated 11/6/13)

| Service Area SLOs (SA-SLOs)  | Means of Assessment & Target / Tasks  | Assessment Findings/Reflections  | Action & Follow-Up   |
|--|---|--|--|
| <p>counseling.</p> <p><b>Start Date:</b><br/>1/16/2011</p> <p><b>SA-SLO Status:</b><br/>Active</p> | <p><b>Pre/Post Test</b></p> <p><b>Target:</b><br/>70% of faculty and staff who participate in the Kognitio Online Training will demonstrate an improvement in score on the post survey.</p> | <p><b>Year This Assessment Occurred:</b><br/>2012-2013</p> <p><b>Resource Request:</b><br/>Time Commitment from Faculty, Staff and Administrators to support Kognitio Training.</p> <p><b>Resource Request:</b><br/>Time Commitment from Faculty, Staff and Administrators to support Kognitio Training.</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 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</p> | <p>10/23/2012 - Kognitio 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 Kognitio Online 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 accessible location with expectations that the online program be completed by the end of the workshop.</p> <p><b>Action &amp; Follow Up:</b><br/>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</p> |

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| Service Area SLOs (SA-SLOs)  | Means of Assessment & Target / Tasks  | Assessment Findings/Reflections   | Action & Follow-Up   |
|--|---|---|--|
| <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><b>SA-SLO Status:</b><br/>Inactive</p> <p>SA - Psychological Services - 1 - Prompt Appointment - Provide mental health counseling services to students within one week of appointment request.</p> <p><b>SA-SLO Status:</b><br/>Inactive</p> | <p><b>Assessment Method:</b><br/>Request for Appointment Triage Form. (See Appendix) This tracking form is first 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><b>Assessment Method Type:</b><br/>Data</p> <p><b>Target:</b><br/>Make the appointment process clearer for students.</p> | <p>recommend the course to colleagues.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2011-2012</p> <p>10/13/2011 - * Approximately 90% of students requesting appointments were seen within 7 days of initial appointment request. The appointments were a combination of planned and urgent same day service for students reporting suicidal ideation or violent urges.</p> <p>* Waiting lists were established for the remaining students or referrals off campus for those who were able to afford it and willing to go.</p> <p>* Many Foothill students do not have health insurance and cannot afford the sliding fee scales for off campus mental health.</p> <p>* 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</p> | <p>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>10/13/2011 - * Establish and provide drop-in hours in addition to our existing scheduled and urgent appointments.</p> <p>* Establish partnerships with community agencies to provide adjunctive, affordable and convenient mental health services for Foothill students.</p> <p>* Increase department Secretary I position from a half time to full-time.</p> <p>* Identify and implement self-care activities and better workplace practices for staff so that they can continue to meet the demands for services.</p> |

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| Service Area SLOs (SA-SLOs)  | Means of Assessment & Target / Tasks                             | Assessment Findings/Reflections  | Action & Follow-Up |
|--|--|--|--------------------|
|  |  | <p>numbers of students in a group vs. individual structure.</p> <p>* 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 are particularly vulnerable to burn out, and fatigue which can impact safety and sound clinical practice.</p> <p>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.</p> <p>* Significant numbers of students are reporting suicidal ideation when requesting appointments.</p> |                    |
| SA - Psychological Services - 3 - Familiarity<br>- Students will demonstrate familiarity about | <b>Assessment Method:</b><br>American College Health Association | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>* 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 staff   |                    |

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| Service Area SLOs (SA-SLOs)   | Means of Assessment & Target / Tasks  | Assessment Findings/Reflections   | Action & Follow-Up  |
|---|---|---|---|
| the existence of mental health services on campus.<br><br><b>SA-SLO Status:</b><br>Inactive | <p>(ACHA) National College Health Assessment (NCHA) Survey ? administered Fall 2010 (every 2 years) of 139 Postsecondary College campuses</p> <p><b>Assessment Method Type:</b><br/>Survey</p> <p><b>Target:</b><br/>Increase student awareness of program.</p> | <p>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.</p> <p><b>Result:</b><br/>Target Met<br/><b>Year This Assessment Occurred:</b><br/>2010-2011<br/><b>Resource Request:</b><br/>? 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</p> | <p>10/13/2011 - ? Continue to increase our visibility and outreach efforts at campus mainstream events in student friendly, culturally relevant, and more approachable formats</p> <p>? 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</p> <p>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</p> <p>? We can also modify our website and possibly increase WSCH generating offerings of our Stress, Wellness &amp; 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</p> <p>Continue to provide mental health internships and community partnerships that support the provision of services that reach greater number of Foothill students.</p> |

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#### Section 4: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

- On -site mental health counseling and crisis intervention at Foothill has made services more accessible to students. Free and convenient services prevent barriers to timely access such as affordability, long wait lists, absence of health insurance, lack of outreach and the immediacy of safety checks and assessment for suicidal ideation and ideation of violence towards others. The Spring 2013 American College Health Association National College Health Assessment Survey was completed by 1,015 Foothill students. 43% of students indicated that lack of health insurance and “costs too much money” would stop them from getting help from a mental health professional. 32% responded that “not enough time” as a barrier to seeing a mental health counselor. It is clear that having free and accessible campus based mental health services is important for students who are often juggling heavy academic loads, work, extracurricular activities and family life.

Students are better able to achieve learning outcomes when they are able to focus on their work. Many need specialized counseling to help them address the stressors that may impact learning outcomes. Life-long learning is core to the services we provide by teaching students about managing stress. Our Stress, Wellness and Coping is a popular class and students find it valuable for skill development. Due to a faculty contract reduction this course was limited to one offering during the year. When we are fully staffed the course should be offered as originally scheduled.

If your service area has other outcomes assessments at the program level, comment on the findings.

- (See TracDat Assessment Finding/Reflections Section)
  - Although our outreach efforts have resulted in increased numbers of students using our services there is a continued need for **more targeted outreach efforts**. We need to reach more veterans and underrepresented students by providing concrete /practical services that address their needs. The shrinking number of African American faculty and staff at Foothill and elimination of programs that support their success has been felt. It has diminished both formal and informal “helping networks” that would identify students of African ancestry, link them to needed resources /services on campus and in the community. Psychological Services will need to continue building campus alliances and look to off campus Afrocentric agencies, businesses and professionals for support and contributions to the students of this community.
  - Faculty and staff training (Kognito) on how to identify and refer distressed students for help, has been proposed for re-implementation at Foothill during Winter Quarter 2014. Partnerships with the State Chancellors Office Mental Health Advisory Committee have resulted in all California Community College access to Kognito On –line without cost to the colleges. Kognito is now posted on our webpage with easy access for all faculty and staff but needs marketing.

b. How has your service area engaged in dialogue about student learning outcomes? Weekly team meetings are held that includes discussion about student service /learning outcomes. Student's complete Burns Brief Mood Survey instruments before and **after every** therapy/counseling session and an evaluation of therapy form so we have concrete data to evaluate learning outcomes over time. These outcomes are discussed during individual supervision, group supervision and when appropriate, team meetings.

### Section 5: Service/Program Goals and Rationale

**Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.**

a. List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box

| Goal  | Completed? (Y/N)           | In Progress? (Y/N)   | Comment on Status  |
|---|----------------------------|--|--|
| <b>1. Continue to attract and maintain a diverse staff (race, gender, sexual orientation, ethnicity, language capabilities, etc.,</b> | Yes. (See Progress Column) | This goal is ongoing since we annually recruit new interns each academic year. It is crucial to maintain our demonstrated commitment to diversity . It will ensure that Foothill student needs are met by the richness of a team that is culturally competent and available. | During 2012-2013 our team was racially and ethnically diverse with fluency in Spanish and English languages. A male clinician was also represented. It is important that we recruit from the LGBT community and ensure they are represented among our team members.  |
| Augment gaps in services and specialty disciplines.<br><br>Kognito On-Line Training for Working with Distressed Students              | Ongoing                    | In progress. We have continued partnering with Kognito On-Line, CCC Mental Student Mental Health Training Program, HSACCC, MHWA and the QPR Suicide Prevention Institute.  | Foothill has received free Kognito On-line licenses for faculty, staff and students. Marketing is needed to support the use of this online program for working with distressed students.<br><br>Foothill participated in the ACHA Health Survey Spring 2013 with areas of need identified for mental health services.<br><br>We have established |

|  |             |             |   |
|--|-------------|-------------|---|
|  |             |             | partnerships with St. Mary's College and resumed our relationship with SJSU for 2013-2014 with the addition of new interns. Representation from the LGBT community will begin during 2013-14.   |
| Increase the number of campus suicide prevention gatekeepers for students and employees. | In Progress | Yes.        | Staffing changes have delayed Kognito expansion. We will resume during Winter Quarter 2014.   |
| Establish campus wide commitment for workforce training on student mental health         | In Progress | Yes         | <ul style="list-style-type: none"> <li>• Provided a workshop for FHDA Classified Retreat Spring 2013.</li> <li>• Provided suicide prevention gatekeeper training for faculty and staff at Foothill Opening Day 2014.</li> </ul> <p>Will continue partnering with senates, student activities and Foothill Staff Development to expand our network of gatekeepers.</p> |
| Transition to electronic record keeping /database system.                                | No          | Yes         | Postponed due to staffing changes and hiring responsibilities for new full-time tenure track mental health counselor. The new hire will have input into the selection of the new electronic data system.  |
| Improve Access to Services for Middlefield Campus Students                               | No          | In Progress | Staffing/organizational changes have resulted in our decision to delay on-site mental health counseling services at Middlefield. We will offer outreach/tabling in lieu of on-site counseling during Spring 2014.   |

**b. New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request)   | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives?  | How will progress toward this goal be measured?  |
|---|----------------------------|--|--|
| <b>1. Transition to electronic record keeping system.</b>   | September 2014             | Data collection will be more comprehensive and time efficient. Data will allow us to make relevant program decisions that promote student success.   | Data collected will be evaluated and used for program development and reports. Efficiency of mental health counselor record keeping should allow more time for student contact.  |
| <b>2. Hire a diverse team 4 – 5 Mental Health Interns (Spanish language a plus, experience and demonstrated commitment to work with Veterans, LGBT and African American Communities )</b> | September 2014             | Intern staffing is cost effective and we will be able to serve more students. The scope of services can be expanded and diversified with more outreach and training. With additional staff we will have better office coverage for students seeking drop-in or scheduled appointments. | Progress will be measured by the hiring results and the diversity of program services.   |
| <b>3. Support the establishment of a campus Behavioral Assessment Team/Crisis</b>   | Spring – Fall 2014         | Contribute to a safe campus. Collectively, and where appropriate, we will address disruptive situations and identify areas of support and resources for students, faculty and staff.   | The team, to be led by a college administrator, will be established. Psychological Services will arrange for the committee to be trained by outside consultants and support the organizing efforts of the administrator. |

## Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

### Full Time Faculty and/or Staff Positions

| Position  | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal.   | Was position previously approved in last 3 years? (y/n)          |
|---|-----------|--|--|
| <b>2 Additional Part-Time Temporary Mental Health Interns @ \$11 per hour</b> | \$16,632  | Intern staffing is cost effective and we will be able to serve more students. The scope of services can be expanded and diversified with more outreach and training. With additional staff we will have better office coverage for students seeking drop-in or scheduled appointments. | Yes. 4 part-time positions were approved but only 3 were filled. |

### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

|   |                                   |
|---|-----------------------------------|
| Has the program received college funding for reassign time in the last three years? (y/n) | If yes, indicate percent of time. |
| Has the program used division or department B-budget to fund reassign time? (y/n)         |                                   |

### Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Table in section 5 and how this resource request supports this goal. | Est hours per month | % Time |
|----------------|--------------|--|---------------------|--------|
|                |              |  |                     |        |

### One Time B Budget Augmentation

| Description          | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|----------------------|-----------|--|--|
| Larger client chairs | \$3K      | Unanticipated need: We have found that we have several very large                      | No                                       |

|  |  |  |  |
|--|--|--|--|
|  |  | students/clients who are too large for standard arm chairs. Folding chairs without arms are not sturdy enough. We need 10 larger, armless, very sturdy chairs for XXXL clients. We are concerned a client will get stuck in a regular size chair or fall in a less sturdy armless chair. <b>URGENT</b> |  |
|--|--|--|--|

**Ongoing B Budget Augmentation**

| Description | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|-------------|-----------|--|--|
|             |           |  |  |

**Facilities and Equipment**

| Facilities/Equipment Description                     | \$ Amount        | Related Goal from Table in section 5 and how this resource request supports this goal.  | Previously funded in last 3 years? (y/n)   |
|--|------------------|---|--|
| <b>Electronic Record Keeping</b>                     | \$5,000          | We will transition to a more comprehensive data collection system. Greater efficiency in regards to use of staff time and availability for direct services to students. | No, It was, however, approved for funding. |
| <b>Literature Display</b>                            | \$170            | Improve outreach and prevention via educating students and faculty on varied mental health topics and resources.  | no   |
| <b>Cabinet<br/>Marketing &amp; Outreach Material</b> | \$800<br>\$2,000 | Increased use of service has resulted in the need for more supplies and storage space.  | yes  |
| <b>Disability Accessible Door</b>                    | \$12,000         | Easy Access for Disabled Students   | No. Was part of original building plan.    |

***IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.***

**Section 7: Data and Trend Analysis**

List all Programs\* covered by this review & check the appropriate column for program type:

| Program Name | Certificate of Achievement Program | Associate Degree Program | Pathway Program |
|--------------|------------------------------------|--------------------------|-----------------|
|              |                                    |                          |                 |
|              |                                    |                          |                 |
|              |                                    |                          |                 |
|              |                                    |                          |                 |
|              |                                    |                          |                 |
|              |                                    |                          |                 |

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

**a. Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

| Transcriptable Programs | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|-------------------------|-----------|-----------|-----------|----------|
|                         |           |           |           |          |
|                         |           |           |           |          |

**b. Department Level Data**

|   | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|---|-----------|-----------|-----------|----------|
| <b>Enrollment</b>                                   |           |           |           |          |
| <b>Productivity<br/>(College Goal 2012-13: 535)</b> |           |           |           |          |
| <b>Success</b>                                      |           |           |           |          |
| <b>Full-time FTEF</b>                               |           |           |           |          |
| <b>Part-time FTEF</b>                               |           |           |           |          |

## Section 8: Student Equity and Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

□

**b. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

□

**c. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

□

### Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

### Section 10: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

□

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

□

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

□

d. If your program has other outcomes assessments at the program level, comment on the findings.

□

e. How has your department engaged in dialogue about student learning outcomes?

□

### Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

| Recommendation  | Comments   |
|---|--|
| Restore focused outreach efforts for Foothill student veterans. | Faculty contract reductions and schedule changes have impacted the availability of staff for more focused outreach to Foothill veterans as in previous years. With additional interns on staff and stability in staffing, we can resume and strengthen our efforts in this area. |
| Purchase and Install Electronic Record Database                 | Our newly hired tenure track faculty is now on board and will be a part of the implementation planning for transition to the new system.   |

#### a. After reviewing the data, what would you like to highlight about your program?

□ Psychological Services and Personal Counseling continues to play a key role in providing culturally relevant mental health services that are accessible and often life saving for Foothill students. Our evidence based models of practice offer brief counseling, crisis intervention and outreach that is solution focused and supports student retention. Data indicates that the number of students using our services have increased along with requests for summer services. We have been responsive to faculty/staff requests for consultation and have involved family members, when appropriate, for safety planning with high-risk situations. More strategic outreach and collaboration with varied campus departments will enhance the expansion and reshaping of services.

## Section 12: Feedback and Follow Up

**This section is for the Dean, Student Affairs & Activities to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

- The Psychological Services Program serves a critical function at Foothill College. While the numbers of students served may appear to be small, from personal experience, I can verify that the population served receives crucial assistance that allows them to continue to productively participate in our courses. In some cases, the students would cross the threshold to disruptive if not for the services they receive. As we move forward in our efforts to serve additional adult learners and differently abled populations, I believe we will see an increased demand for psychological services. I am in complete agreement with the request for additional funds to hire more interns as we receive an extraordinary benefit and return on our investment. I also concur with the request for funds for electronic recordkeeping as the functionality will improve efficiency and allow both Health and Psychological Services to share FERPA and HIPAA compliant records.

I applaud our Psychological Services personnel for their attempts to make their services stretch further by implementing some group therapy sessions for students with similar concerns. I also applaud them for the recent hire that brings bilingual skills to the program.

**b. Areas of concern, if any**

- I am only concerned that as we continue to advance our 3SP efforts to recruit and retain underserved populations that we may not have a grasp of the issues and/or demand on time that they will bring to our Psych Services program.

**a. Recommendations for improvement:**

- None

**d. Recommended next steps:**

Proceed as planned on program review schedule  
 Further review/Out of cycle in-depth review

Patricia Hyland  
Dean, Student Affairs & Activities  
1/28/14

**This section is for the Vice President Student Services to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis**

The Psych Services team does an excellent job support students through crisis and other mental health issues. Their availability to faculty and staff to provide workshops is a real asset to the college and their commitment to assisting the Dean with difficult student issues and potential disciplinary situations is commendable.

**b. Areas of concern, if any:**

Psych Services needs additional interns so they can serve more students.

**c. Recommendations for improvement:**

None

Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Denise Swett, EdD  
Vice President, Student Services  
1/28/14