

Basic Program Information

Department Name:

Psychological Services and Personal Counseling
--

Division Name:

Student Affairs and Activities

Program Mission(s)

<p>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.</p>

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

Name	Department	Position
Melanie Hale, LCSW	Psychological Services & Personal Counseling	Director
Celinda Miranda, LCSW, PPSC	" " " "	Counselor/Intern Coordinator
Patricia Meza (Paulino), BA	" " " "	Secretary

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	0

Please list all existing Classified positions:

<i>Secretary 1 (1/2 time shared with Health Services but located in Psych. Services Office)</i>

3 Part-Time (TEA) Mental Health Counselor Interns

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 that is submitted to your Dean/Director.

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

2,175	Students served via outreach and prevention programming
5,722	Website Visits to Psych. Services Containing Many Resources for Students
1,083	Mental Health Counseling Sessions Provided (On-going, Crisis & Drop-In)
400 plus	Students Seen for Individual Counseling (Unduplicated Count) Sessions are 50 Minutes. Crisis Counseling May Be Longer Pending Nature of Crisis.

Faculty and Staff Consultations are provided throughout the academic year via email, voicemail and face-to-face contact. This data is not tallied for this report but should be included with the implementation of our electronic medical record keeping system Medicat. Our staff is currently in training for the new system that will be implemented this Spring Quarter 2015.

The program data for our department is tracked via monthly client data logs (for individual and group counseling sessions) and outreach data tracking forms for every prevention/outreach activity rendered. Since 2010-2011 the number of our counseling sessions and students seen have continued to increase with the exception of 2013-2014. There was a slight decrease due to staffing /program changes, special assignments and the earlier than expected departure of one intern who accepted full-time employment before the academic year ended. Our limited staffing of only 2 licensed mental health counselors and 3 part time interns impacts our ability to keep up with needs for services.

Our website visits have continued to increase making it a useful resource for students, faculty and staff. For example, during 2010 – 2011 there were 3,879 visits and in 2011-2012 a total of 5,277 visits. As reported earlier in this report, there were 5,722 visits during 2013-2014. Awareness about the availability of services appears to be increasing. There is however room for much improvement with our website. Continue updates of community resources, adding student friendly mental health self-help interactive programs such as a relaxation and wellness center, wellness activity cards program, active minds, etc.,

This data was obtained via the following sources:

_____ CCC Apply; _____ Ask Foothill; _____ Credentials; _____ SARS
 _____X_____ Other (List)_____ (Department Client and Outreach Data Tracking Database/Foothill Marketing Department Website Use Analysis_____

- 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.

Yes. Each student receiving counseling indicates his or her ethnicity on our Student Intake Form for culturally relevant treatment planning. The students we serve appear to be proportional to the general college ethnic distribution. International students are most represented among students served by our department.

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

At Foothill's Middlefield Campus, outreach tabling was conducted to promote awareness about the availability of mental health services at our college.

In addition, an off campus Stress Management Workshop was provided for Foothill /Stanford Physician Assistant Program Students at Stanford University. While the events were successful with positive feedback, the practical needs of accessibility must be addressed for future service offerings. Understandably, students want on-site mental health services at their location so they do not have to travel to the main campus. This is feasible with additional staffing and creative program development.

Data for this area is based on services offered at the following locations:

1. ☒ Middlefield
2. ☐ CCOC
3. ☒ Other (List) (Foothill/ Stanford PA Program at Stanford U. site.)

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

No. Current staffing does not meet the department's needs. With only two full-time licensed counselors and 3 part-time interns (2013-14) we are stretched and unable to provide the full range of services that are possible. An increase in the number of interns is cost effective and with additional staffing, would make it possible to provide services to a greater number of students. The challenge is that we must have reliable office space to accommodate them. Our current location has four offices, two of which are shared by our part-time interns. We would need additional space in an appropriate location that is reliable to accommodate more staff. Periodic wait list for services and unanticipated crisis requiring intervention are indicators for increased staffing needs.

Moreover, our Secretary I has been providing department support services that far exceeds this level. As our department has grown, the variety of programs and services offered requires Administrative Assistant level skill that she has performed.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs

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	2011-2012	2012-2013	2013-2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

--

Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

Early outreach and prevention programs, crisis intervention, brief therapy, suicide assessments, faculty consultation, information and referral, student advocacy and mediation services support student wellness and adjustment to college entry. It also supports retention and course completion while contributing to a safer campus. Psychosocial stressors that could result in suicide, self-sabotaging behaviors or early withdrawals are ameliorated by targeted clinical interventions and outreach by our mental health staff. Timely on campus critical incident stress debriefings are offered following trauma/disasters to support students and faculty following traumatic incidents. Students are screened and identified for health, mental health and environmental challenges that could impede student wellbeing and retention. Services are provided and students are referred to the appropriate on and off campus services. (I.e., Disability Resource Center, In Home Support Services, Counseling Division, Health Office, Social Service Agencies, Law Offices, Housing Advocates, Mental Health Clinics, Hospitals and a host of community service agencies. Life Long Learning Class entitled, Stress, Wellness and Coping equips students with skills for self-care and stress management, both skills for lifelong learning.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: 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.

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/declined 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 3: 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. (Exp. Pass the Torch, General Counseling) Connecting students with appropriate services contributes to retention.
- Mediation/conflict resolution between faculty and students often resolves problems that could have led to dropout.

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 to student equity and success in this core mission area.

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.) Transfer ready students with continued mental health counseling needs are assisted in obtaining those services at the universities they transfer for successful transitions. We track number of units carried on student intake forms and encourage their use of general counseling and education plan development and completion.

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.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 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 attached at end of document

Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

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.

NA

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.

NA

Section 5: 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?

According to the American College Health Association National College Health Assessment Report, Spring 2014, **stress ranked number one as having the greatest impact on undergraduate student academic performance.** Our early outreach presentations to Counseling 5 classes, allied health and international student orientation, welcome tables, participation in Parent Orientation and a host of other outreach activities raises student awareness and potential for use of our services. We incorporate stress management into individual and group counseling. Each year we are invited to provide Stress Management workshops for varied student groups that include Foothill/Stanford Physician Assistant Program among others. Our aggressive suicide prevention efforts has helped to save lives and support student linkages for early intervention. Well minds and bodies are needed for pursuit and achievement of academic goals. We screen for early detection of mental illness, untreated long - term mental illness and support the acquisition of off –campus psychiatric services.

Kognito On-Line training was sponsored for a counselor's in-service during June 2015. Those who completed the training reported increased skill and knowledge in working with distressed students. To quote one counselor, "Very helpful and practical. Great ideas and useful strategies." 9 counselors strongly agreed and 3 agreed that the training met or exceeded their expectations. Unfortunately, many faculty, staff and administrators at Foothill have not taken the training thus far. There are some that have completed the training. **See the attached for results.**

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

During winter and spring quarter 2014, we conducted 11 QPR Suicide Prevention Gatekeeper Training Workshops training 199 Foothill students, faculty and staff. A campus suicide prevention committee was also established during winter quarter 2014 comprised of students, faculty and staff. A self-esteem group for students was highly successful as was faculty staff workshops offered throughout the year. To promote student and faculty awareness about our program's existence we sponsored a very successful department Open House as measured by the number of attendants, including members of the student body, the administration, faculty and staff. The event generated a number of appointment referrals and resulted in the development of a strong partnership with the Campus Ambassador Program. The CAP students have continued to assist our program in marketing of our services.

- c. How has your service area engaged in dialogue about student learning outcomes?

- Psychological Services and Personal Counseling department staff meetings.
- Collaboration with members of California Community College Mental Health and Wellness Association and Health Services Association of California Community Colleges,
- Collaboration with National Association of Social Workers and California Association of Marriage and Family Therapists
- Campus Suicide Prevention Committee/BEST (Behavioral Evaluation Strategies Team)
- Participation in ACHA Research/ HSACCC Annual Survey/Collaboration with partner institutions San Jose State University Graduate School of Social Work and St. Mary's College Graduate School, El Camino Hospital Emergency Psychiatry, Valley Medical Center Emergency Psychiatry
- Collaboration with Health Services
- Foothill Campus Center Board

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

The number of students served decreased during academic year 2013-2014 and may be attributed to the reduction in our staffing numbers. In 2012-2013 we had 6 clinicians as follows: 3 Part-time mental health counselor interns, 2 part-time TEA licensed counselors, 1 half- time (reduced contract) counselor and 1 full-time counselor/director. During 2013-2014 we operated with 2 full-time counselors and 3 interns. One intern also left before the end of the academic year following a job offer.

e. What summative findings can be gathered from the Program Level Assessments?

Psychological Services provides supportive brief therapy, crisis intervention, outreach and prevention services to support retention and student wellness. The expansion of outreach and prevention activities along with direct services has contributed to a much needed support structure for student success and wellness at our college. Our diverse team with multiple language capabilities provides culturally relevant options for students.

Section 5a: SLO Assessment and Reflection for Instructional Programs

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?

N/A

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 6: 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.

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

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Transition to electronic record keeping system.	NO.	Yes.	MediCat has been purchased and our team is being trained on the new system. We begin implementation at the start of this Spring Quarter 2015.
Hire a diverse team 4-5 Mental Health Interns by September 2014.	Yes	Completed but new staffing goal will be proposed in the future.	We were successful in hiring a diverse team of interns representing varied race and ethnicity. (1 Latina female, 1 Latino male (BA Level/Outreach only), 1 African

			American female and 1 Caucasian female) Our internship team also includes diversity of sexual orientation, race, gender and language capability.
Support the establishment of a campus Behavioral Assessment Team/Crisis	Yes	Completed	The Behavioral Assessment Team (BEST) has been established and meets weekly with a cross-section of college faculty, staff and administrators. Psych. Services LCSW's were NABITA trained in Portland Oregon during the summer of 2014. We participate at meetings and provide threat assessment

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?
1. Increase current staffing level so that greater numbers of students, faculty and staff can be served and staff burn- out reduced.	September 2015	An additional experienced licensed clinician will be able to supervise additional interns, when needed and have the expertise to provide services for complex cases with greater efficiency. Timely services to greater number of students will prevent problems from escalating that lead to safety risks, drop-out, poor grades or threaten general wellness. Wait list will be minimally needed.	<ul style="list-style-type: none"> • Increased number of students receiving brief therapy and crisis intervention • Increased faculty and staff trainings on student mental health. • Reduced waiting list/or time between request for appointment and service • Reduce the number of reschedules necessary as a result of crisis intervention • Innovative online services piloted.
Standardize and Increase faculty and staff professional development workshops about student mental health related topics. (Includes on-line training)	Ongoing, commencing Winter 2016.	Faculty and staff will acquire greater skill for identifying distressed students and making effective referrals for early intervention. Students will be better able to complete courses.	<ul style="list-style-type: none"> • The number of faculty and staff attending and completing training. • New and Pt. Time faculty in-service • Kognito On-Line Reports/Mental Health and Sigma. • QPR pre and post survey data.
Standardize and Increase Mental Health Outreach and Prevention Activities, Groups & Screenings	Winter 2016 – Ongoing (We must have the appropriate staffing level for this to be actualized.)	More students will be educated about mental health and know the resources for accessing help.	Completion of Outreach Data Tracking Logs that record the number of participants attending these events.

Section 7: 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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
1 Full-Time Licensed Mental Health Professional	Commensurate with FHDA faculty salary scale	Goals 1 & 3	No
4 - 6 Part-Time Mental Health Interns (24 hours per week for academic year 2015-2016) pending space and licensed staffing levels.	\$14 per hour	Goals 1, 2 & 3	No
Re-Classification of Secretary I to Administrative Assistant II	Commensurate with FHDA salary scale	Goals 1 & 3	

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) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	

Indicate duties covered by requested reassign time:

Responsibility Not Applicable	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)

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)
Develop on-boarding training program for interns that includes QPR (suicide prevention), and mental health first aid training, or other applicable/appropriate training	\$6000	Goals 1, 2, 3	No

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)
4 I Pads or Tablets for Electronic Data Entry by Students at Intake.	\$2000	Medicat electronic recordkeeping – this would facilitate data collection as students register for sessions	No
Marketing and Outreach Material Display Kiosk	\$2000	Outreach and prevention	No
8 Large Chairs for Therapist Offices	\$6400	Increased staffing and address ADA compliance issues	No (We received one free chair for reception area only)
File Cabinet	\$800	Preserve existing records (hard copies) to comply with BBS requirements.	

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Received funding for and are in the process of implementing an electronic recordkeeping system that will enable us to collect demographic data on clients.

Received funding for an additional mental health intern that has enabled us to expand our outreach services, which have in turn resulted in increased utilization of our services by students.

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
1. Concern about needs of underserved populations	This concern has prompted us to request additional diverse staffing to meet the needs of the underserved students we are recruiting to Foothill College

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

Psychological Services and Personal Counseling has provided a much needed service for the Foothill College Community. We continue to provide an array of mental health counseling services that includes crisis intervention, outreach and prevention services, faculty/staff consultation, training and collaborations with campus and community agencies. We have been responsive to faculty and administrative requests for training, critical incident stress debriefings and requests for unscheduled meetings for students in crisis, at times, on very short notice and with limited resources. Helping students manage stress has addressed the number one factor affecting academic success, which speaks to the relevancy of our services.

Our efforts to promote student and campus safety are ongoing with our assessment protocols and willingness to work collaboratively to address incidents involving safety or student- to- student, student – to- faculty conflicts. Our expertise in mental health assessment, conflict resolution and intervention is an asset for our campus Behavioral Evaluation Strategies Team (B.E.S.T.) and Student Affairs Office. Specifically, that is, our ability to address risks for violence, disruptive behavior and developing action plans to address them. The diversity of our department (race, ethnicity, gender, sexual orientation, languages, religions, etc.) is reflective of the student population we serve and provides culturally relevant options for services.

Keeping up with the demand for services requires additional staffing as outlined in this report. I agree with Pat Hyland's recommendation for evening services that can be realized with additional staff.

INNOVATION HISTORY

Historically, Foothill Psychological Services has been a trailblazer in addressing unmet college mental health program needs at the macro level.

Under the leadership of Melanie Hale, LCSW, Foothill Psychological Services spearheaded the development of California Community College Mental Health and Wellness Association (MHWA) . This is the first statewide organization for community college mental health counselors and advocates of college mental health. Melanie recruited the founding board (co-founders) and served as first president of the organization. The organization remains active to date and is currently under the leadership of its 5th president. The League of Innovation in Community Colleges recognized her efforts with the Innovator of the Year Award in 2010 – 2011 for Innovative Strategies for Community College Mental Health in California.

Foothill Institute for Community College Mental Health (FICCMH), sponsored by Foothill Psychological Services under Melanie's leadership, is a training institute (currently in-active) that generated \$15,000 from training fees paid by mental health and health practitioners throughout the state. FICCMH is a continuing education provider for the California Board of Behavioral Sciences and have been able to provide CEU's to those completing our training seminars. It is our hope, that with additional staffing, we are able to re-activate this institute and continue the legacy of innovation in California Community College mental health.

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

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

I continue to be impressed with the caliber of services we offer to our students in need. The Psychological Services Program is crucial to the educational climate on the campus. I strongly support their desire to expand and increase availability to students and hope that by doing so we can expand our ability to meet the needs of our evening students. I have also seen an increasing need for support services for our student athletes. This population sometimes comes to campus with unrealistic expectations about their ability to transition to college, live in a new area and thrive academically.

I am also pleased with the efforts of Psychological Services to expand the ways that they deliver services. Students who have participated in group discussions have reported positively about their experiences.

b. Areas of concern, if any:

I do not have concerns about the program – I do have concerns about their ability to keep pace with increasing demand.

c. Recommendations for improvement:

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

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

The Psych Services team does an outstanding job dealing with crisis situations, day to day counseling, teaching classes, support groups and their outreach efforts.

e. Areas of concern, if any:

It appears there is need for additional resources (interns, PT psych counselors) to keep up with the increasing demand for services.

f. Recommendations for improvement:

None

a. Recommended next steps:

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

Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

A handwritten signature in cursive script that reads "Denise Swett EdD".

Denise Swett, EdD

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>SA - Psychological Services - 2 - Suicide Risk - The program will identify students at</p>	<p>Assessment Method: Request for Appointment Triage Form and</p>	<p>01/27/2015 - While we continue to screen all</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>risk for suicide and violence towards others.</p> <p>SA-SLO Status: Active</p>	<p>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>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 interventions for students deemed at risk for violence towards others.</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>Resource Request:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Hire 1 full-time licensed mental health counselor and 5-6 interns. Additional office space.	
<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)</p> <p>Assessment Method Type: Pre/Post Test</p> <p>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> <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>	
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			

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA-SLO Status: Inactive</p> <p>SA - Psychological Services - 1 - Prompt Appointment - Provide mental health counseling services to students within one week of appointment request.</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: 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>Assessment Method Type: Data</p> <p>Target: Make the appointment process clearer for students.</p>		
<p>SA - Psychological Services - 3 - Familiarity - Students will demonstrate familiarity about the existence of mental health services on campus.</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: American College Health Association (ACHA) National College Health Assessment (NCHA) Survey ? administered Fall 2010 (every 2 years) of 139 Postsecondary College campuses.</p> <p>Assessment Method Type: Survey</p> <p>Target: Increase student awareness of program.</p>		

Q1 After taking the course, how would you rate your preparedness to:

Answered: 8 Skipped: 0

	Low	Very Low	Medium	High	Very high	Total
Recognize when a student's behavior is a sign of psychological distress	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8
Recognize when a student's physical appearance is a sign of psychological distress	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
Discuss with a student your concern about the signs of psychological distress they are exhibiting	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8
Motivate students exhibiting signs of psychological stress to seek help	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8
Recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8

Q2 How likely are you to discuss your concerns with a student exhibiting signs of psychological distress?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	25.00%	2
Very Likely	75.00%	6
Total		8

Q3 How likely are you to recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	25.00%	2
Very Likely	75.00%	6
Total		8

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 8 Skipped: 0

	Strongly disagree	Disagree	Agree	Strongly agree	Total
I feel confident in my ability to discuss my concern with a student exhibiting signs of psychological distress	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
I feel confident in my ability to recommend mental health support services to a student exhibiting signs of psychological distress	0.00% 0	0.00% 0	25.00% 2	75.00% 6	8
I feel confident that I know where to refer a student for mental health support	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
I feel confident in my ability to help a suicidal student seek help	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
Part of the role of faculty, staff and administrators is to connect students experiencing psychological distress with mental health support services	0.00% 0	0.00% 0	12.50% 1	87.50% 7	8
All faculty, staff and administrators in my academic institution should take this course	0.00% 0	0.00% 0	12.50% 1	87.50% 7	8

Q5 In the past two months, approximately how many students have you ...

Answered: 8 Skipped: 0

Answer Choices	Responses
Been concerned about due to their psychological distress	100.00% 8
Approached to discuss your concerns about their psychological distress	100.00% 8
Referred to support services	100.00% 8

#	Been concerned about due to their psychological distress	Date
1	2	6/16/2014 7:29 PM
2	1	6/12/2014 6:56 PM
3	30	6/11/2014 6:24 PM
4	3	6/11/2014 6:23 PM
5	3	6/11/2014 6:23 PM
6	20	6/11/2014 6:14 PM
7	12	6/11/2014 6:14 PM
8	30	6/11/2014 6:10 PM

#	Approached to discuss your concerns about their psychological distress	Date
1	2	6/16/2014 7:29 PM
2	1	6/12/2014 6:56 PM
3	30	6/11/2014 6:24 PM
4	3	6/11/2014 6:23 PM
5	3	6/11/2014 6:23 PM
6	20	6/11/2014 6:14 PM
7	12	6/11/2014 6:14 PM
8	30	6/11/2014 6:10 PM

#	Referred to support services	Date
1	2	6/16/2014 7:29 PM
2	1	6/12/2014 6:56 PM
3	15	6/11/2014 6:24 PM
4	0	6/11/2014 6:23 PM
5	3	6/11/2014 6:23 PM
6	10	6/11/2014 6:14 PM
7	12	6/11/2014 6:14 PM
8	30	6/11/2014 6:10 PM

Q6 Overall, how would you rate this course?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Poor	0.00%	0
Good	0.00%	0
Very good	37.50%	3
Excellent	62.50%	5
Total		8

Q7 How long did it take you to complete the course?

Answered: 8 Skipped: 0

Answer Choices	Responses	
30 minutes	0.00%	0
45 minutes	50.00%	4
1 hour	25.00%	2
1.25 hour	25.00%	2
1.5 hour	0.00%	0
More than 1.5 hour	0.00%	0
Total		8

Q8 Would you recommend this course to your colleagues?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Yes	100.00%	8
No	0.00%	0
Total		8

**Q9 Please indicate to what extent you think
that the course is**

Answered: 8 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
A useful tool?	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
Well constructed?	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
Easy to use?	0.00% 0	0.00% 0	0.00% 0	25.00% 2	75.00% 6	8
Likely to help you with students in psychological distress?	0.00% 0	0.00% 0	0.00% 0	25.00% 2	75.00% 6	8
Based on scenarios that are relevant to you and your students?	0.00% 0	0.00% 0	0.00% 0	25.00% 2	75.00% 6	8
Aid you in getting timely help to your students?	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8

Q10 To what extent do you think ...

Answered: 8 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
there are efforts in your institution to link students exhibiting signs of psychological stress to mental health support services?	0.00% 0	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8
others in your institution are aware of these efforts?	0.00% 0	0.00% 0	37.50% 3	37.50% 3	25.00% 2	8
the leaders of your institution are supportive of these efforts?	0.00% 0	0.00% 0	25.00% 2	50.00% 4	25.00% 2	8
the prevailing attitude within your institution is supportive of efforts to link students exhibiting signs of psychological stress to mental health support services?	0.00% 0	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8
members of your institution understand the causes of psychological stress, its consequences, and how it impacts the institution or community?	0.00% 0	0.00% 0	37.50% 3	37.50% 3	25.00% 2	8
resources are available within your institution – people, time, money, space – to support efforts on this issue?	0.00% 0	0.00% 0	37.50% 3	50.00% 4	12.50% 1	8

Q11 Prior to taking this course, had you received gatekeeper training in suicide prevention?

Answered: 8 Skipped: 0

Answer Choices	Responses
No	25.00% 2
Yes (please specify in what format you received the training such as a workshop, online course, or written material)	75.00% 6
Total	8

#	Yes (please specify in what format you received the training such as a workshop, online course, or written material)	Date
1	In person from our Psychological Services Department.	6/12/2014 6:59 PM
2	We did a training during a counseling meeting.	6/11/2014 6:26 PM
3	QPR	6/11/2014 6:26 PM
4	workshop	6/11/2014 6:24 PM
5	Workshop	6/11/2014 6:15 PM
6	Workshop	6/11/2014 6:11 PM

Q12 Have you ever received training to become a mental health practitioner?

Answered: 8 Skipped: 0

Answer Choices	Responses	
No	62.50%	5
Yes	37.50%	3
Total		8

Q13 Do you currently teach or have you ever taught courses in Psychology?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Yes	12.50%	1
No	87.50%	7
Total		8

Q14 What subjects/disciplines do you generally teach?

Answered: 8 Skipped: 0

#	Responses	Date
1	Counseling Courses: College Success, Transfer Readiness, Introduction to College, Study Skills,	6/16/2014 7:35 PM
2	Intro to College	6/12/2014 6:59 PM
3	Introduction to College	6/11/2014 6:26 PM
4	NA	6/11/2014 6:26 PM
5	counseling intro to college	6/11/2014 6:24 PM
6	counseling	6/11/2014 6:17 PM
7	Counseling	6/11/2014 6:15 PM
8	None.	6/11/2014 6:11 PM

Q15 Different people have different levels of ability for performing different tasks. In terms of your abilities, please rate the extent to which you can perform each of the following using this 1-5 scale:

Answered: 8 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
I will be able to achieve most of the goals that I have set for myself.	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8
When facing difficult tasks, I am certain that I will accomplish them.	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8
In general, I think that I can obtain outcomes that are important to me.	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8
I believe I can succeed at most any endeavor to which I set my mind.	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8
I will be able to successfully overcome many challenges.	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8
I am confident that I can perform effectively on many different tasks.	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8
Compared to other people, I can do most tasks very well.	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8
Even when things are tough, I can perform quite well.	0.00% 0	0.00% 0	0.00% 0	75.00% 6	25.00% 2	8

**Q16 How did you hear about this course
(check all that apply)?**

Answered: 8 Skipped: 0

Answer Choices	Responses
Email from an administrator or staff member	0.00% 0
Flyer in my mailbox	0.00% 0
Poster in the school	0.00% 0
Colleague	87.50% 7
Other (please specify)	12.50% 1
Total Respondents: 8	

#	Other (please specify)	Date
1	Psychological Services at Foothill College.	6/12/2014 6:59 PM

Q17 What is your employment status?

Answered: 8 Skipped: 0

Answer Choices	Responses
Full-time faculty member	75.00% 6
Adjunct faculty member	0.00% 0
Teaching assistant	0.00% 0
Graduate student teacher	0.00% 0
Administrator or staff member	0.00% 0
Peer counselor	0.00% 0
Other (please specify)	25.00% 2
Total	8

#	Other (please specify)	Date
1	Psych services intern	6/11/2014 6:27 PM
2	Counselor intern	6/11/2014 6:12 PM

Q19 Gender

Answered: 8 Skipped: 0

Answer Choices	Responses	
Female	87.50%	7
Male	12.50%	1
Transgender	0.00%	0
Total		8

Q20 Are you Hispanic or Latino?

Answered: 8 Skipped: 0

Answer Choices	Responses	
Yes	37.50%	3
No	62.50%	5
Total		8

Q21 If yes, which group represents you?
(Select one or more)

Answered: 3 Skipped: 5

Answer Choices	Responses	
Mexican, Mexican American, or Chicano	100.00%	3
Puerto Rican	0.00%	0
Cuban	0.00%	0
Dominican	0.00%	0
Central American	0.00%	0
South American	0.00%	0
Total Respondents: 3		

Q22 What is your race? (Select one or more)

Answered: 8 Skipped: 0

Answer Choices	Responses	
White/Caucasian	62.50%	5
American Indian or Alaska Native	0.00%	0
Asian	12.50%	1
Black or African American	25.00%	2
Native Hawaiian	0.00%	0
Total Respondents: 8		

Q23 What did you like best about the course?

Answered: 6 Skipped: 2

#	Responses	Date
1	The conversations with the students. And all the possible answers you could receive based on which approach was selected.	6/16/2014 7:41 PM
2	Real life scenarios.	6/12/2014 6:59 PM
3	It's fun to do.	6/11/2014 6:28 PM
4	Examples, explanations	6/11/2014 6:26 PM
5	The suggestions and hands on training	6/11/2014 6:18 PM
6	It was interactive.	6/11/2014 6:17 PM

Q24 What would you change to make it more effective?

Answered: 5 Skipped: 3

#	Responses	Date
1	I would have liked to have been able to switch my choice of students. I chose a student and then wished I had chosen a different one to work on at that time but I had to finish the first before moving to the 2nd. I understand the rationale of having to stay the course. It would have just been nice being able to have the option.	6/16/2014 7:41 PM
2	n/a	6/12/2014 6:59 PM
3	n/a	6/11/2014 6:26 PM
4	nothing	6/11/2014 6:18 PM
5	I would like to do one module and then discuss or debrief with my counseling colleagues.	6/11/2014 6:17 PM

Q25 Any other suggestions or comments?

Answered: 2 Skipped: 6

#	Responses	Date
1	n/a	6/12/2014 6:59 PM
2	None	6/11/2014 6:17 PM

Q26 If you would be willing to discuss your experience with the course over the phone, please provide your name and phone number

Answered: 1 Skipped: 7

#	Responses	Date
1	No	6/11/2014 6:17 PM

Q1 How would you rate your preparedness to:

Answered: 12 Skipped: 0

	Very Low	Low	Medium	High	Very high	Total
Recognize when a student's behavior is a sign of psychological distress	0.00% 0	8.33% 1	25.00% 3	33.33% 4	33.33% 4	12
Recognize when a student's physical appearance is a sign of psychological distress	0.00% 0	8.33% 1	25.00% 3	33.33% 4	33.33% 4	12
Discuss with a student your concern about the signs of psychological distress they are exhibiting	0.00% 0	8.33% 1	25.00% 3	33.33% 4	33.33% 4	12
Motivate a student exhibiting signs of psychological distress to seek help	0.00% 0	8.33% 1	16.67% 2	33.33% 4	41.67% 5	12
Recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress	0.00% 0	8.33% 1	8.33% 1	33.33% 4	50.00% 6	12

Q2 How likely are you to discuss your concerns with a student exhibiting signs of psychological distress?

Answered: 11 Skipped: 1

Answer Choices	Responses
Very Unlikely	9.09% 1
Unlikely	9.09% 1
Likely	27.27% 3
Very Likely	54.55% 6
Total	11

Q3 How likely are you to recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress?

Answered: 12 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	8.33%	1
Likely	33.33%	4
Very Likely	58.33%	7
Total		12

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 12 Skipped: 0

	Strongly disagree	Disagree	Agree	Strongly agree	Total
I feel confident in my ability to discuss my concern with a student exhibiting signs of psychological distress	0.00% 0	8.33% 1	58.33% 7	33.33% 4	12
I feel confident in my ability to recommend mental health support services to a student exhibiting signs of psychological distress	0.00% 0	8.33% 1	50.00% 6	41.67% 5	12
I feel confident that I know where to refer a student for mental health support	0.00% 0	0.00% 0	50.00% 6	50.00% 6	12
I feel confident in my ability to help a suicidal student seek help	0.00% 0	8.33% 1	75.00% 9	16.67% 2	12
Part of the role of faculty, staff and administrators is to connect students experiencing psychological distress with mental health services	0.00% 0	0.00% 0	25.00% 3	75.00% 9	12

Q5 In the past month, whether or not you have approached a student to encourage them to utilize mental health services, would you have done so if the opportunity had occurred?

Answered: 12 Skipped: 0

Answer Choices	Responses
Never	0.00% 0
Rarely	0.00% 0
Sometimes	16.67% 2
Often	16.67% 2
Always	66.67% 8
Total	12

Q6 In the past two months, approximately how many students have you ...

Answered: 10 Skipped: 2

Answer Choices	Average Number	Total Number	Responses
Been concerned about due to their psychological distress	9	86	10
Approached to discuss your concerns about their psychological distress	8	84	10
Referred to support services	7	66	10
Total Respondents: 10			

#	Been concerned about due to their psychological distress	Date
1	1	6/12/2014 12:38 PM
2	5	6/11/2014 5:37 PM
3	3	6/11/2014 5:35 PM
4	2	6/11/2014 5:32 PM
5	3	6/11/2014 5:29 PM
6	3	6/11/2014 5:27 PM
7	3	6/11/2014 5:21 PM
8	30	6/11/2014 5:20 PM
9	30	6/11/2014 5:20 PM
10	6	6/11/2014 5:20 PM
#	Approached to discuss your concerns about their psychological distress	Date
1	1	6/12/2014 12:38 PM
2	5	6/11/2014 5:37 PM
3	3	6/11/2014 5:35 PM
4	2	6/11/2014 5:32 PM
5	2	6/11/2014 5:29 PM
6	2	6/11/2014 5:27 PM
7	3	6/11/2014 5:21 PM
8	30	6/11/2014 5:20 PM
9	30	6/11/2014 5:20 PM
10	6	6/11/2014 5:20 PM
#	Referred to support services	Date
1	1	6/12/2014 12:38 PM
2	5	6/11/2014 5:37 PM
3	3	6/11/2014 5:35 PM
4	2	6/11/2014 5:32 PM
5	1	6/11/2014 5:29 PM

CCC At-Risk Faculty & Staff - Pre

6	2	6/11/2014 5:27 PM
7	1	6/11/2014 5:21 PM
8	15	6/11/2014 5:20 PM
9	30	6/11/2014 5:20 PM
10	6	6/11/2014 5:20 PM

Q7 To what extent do you think ...

Answered: 12 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
there are efforts in your institution to link students exhibiting signs of psychological stress to mental health support services?	8.33% 1	0.00% 0	8.33% 1	50.00% 6	33.33% 4	12
others in your institution are aware of these efforts?	0.00% 0	8.33% 1	50.00% 6	33.33% 4	8.33% 1	12
the leaders of your institution are supportive of these efforts?	0.00% 0	8.33% 1	16.67% 2	41.67% 5	33.33% 4	12
the prevailing attitude within your institution is supportive of efforts to link students exhibiting signs of psychological stress to mental health support services?	0.00% 0	8.33% 1	16.67% 2	50.00% 6	25.00% 3	12
members of your institution understand the causes of psychological stress, its consequences, and how it impacts the institution or community?	0.00% 0	8.33% 1	58.33% 7	25.00% 3	8.33% 1	12
resources are available within your institution – people, time, money, space – to support efforts on this issue?	0.00% 0	9.09% 1	27.27% 3	54.55% 6	9.09% 1	11

Q8 Please rate the climate at this college in general for persons with diverse backgrounds by indicating your response using the following scale:

Answered: 12 Skipped: 0

	Hostile	Somewhat hostile	Neutral	Somewhat welcoming	Welcoming	Total
Students with physical disabilities	0.00% 0	8.33% 1	8.33% 1	41.67% 5	41.67% 5	12
Students with mental health issues	0.00% 0	8.33% 1	8.33% 1	33.33% 4	50.00% 6	12
Women students	0.00% 0	0.00% 0	0.00% 0	8.33% 1	91.67% 11	12
Racial/ethnic minority students	0.00% 0	8.33% 1	8.33% 1	41.67% 5	41.67% 5	12
Gay, lesbian, bisexual, and transgendered students	0.00% 0	8.33% 1	25.00% 3	33.33% 4	33.33% 4	12
Students with different religious beliefs and backgrounds	0.00% 0	8.33% 1	33.33% 4	33.33% 4	25.00% 3	12
Student Veterans	0.00% 0	8.33% 1	8.33% 1	41.67% 5	41.67% 5	12

Q9 How often have you read, heard, or seen insensitive or negative comments or material at this college about each of the following?

Answered: 12 Skipped: 0

	Never	Rarely	Sometimes	Often	Total
Students with physical disabilities	66.67% 8	25.00% 3	8.33% 1	0.00% 0	12
Students with mental health issues	58.33% 7	16.67% 2	25.00% 3	0.00% 0	12
Women students	83.33% 10	16.67% 2	0.00% 0	0.00% 0	12
Racial/ethnic minority students	33.33% 4	41.67% 5	25.00% 3	0.00% 0	12
Gay, lesbian, bisexual, and transgendered students	41.67% 5	33.33% 4	25.00% 3	0.00% 0	12
Students with different religious beliefs and backgrounds	50.00% 6	33.33% 4	16.67% 2	0.00% 0	12
Student Veterans	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12

Q2 After taking the course, how would you rate your preparedness to:

Answered: 4 Skipped: 0

	Very Low	Low	Medium	High	Very high	Total
Use accurate and informed language when discussing issues of sexual orientation and gender identity	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
Conduct a supportive conversation with a fellow student who discloses that they identify as LGBTQ	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Manage a classroom discussion where a student has made an anti-LGBTQ statement	0.00% 0	0.00% 0	25.00% 1	25.00% 1	50.00% 2	4
Use gender-neutral language in class	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Explain how the transgender experience on campus differs from the experiences of LGB students	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Recognize when a student's behavior is a sign of psychological distress (such as depression or thoughts of suicide)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Recognize when a student's physical appearance is a sign of psychological distress (such as depression or thoughts of suicide)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Discuss with a student your concerns about the signs of psychological distress they are exhibiting	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Motivate students exhibiting psychological distress to seek help	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

Q3 Please indicate how much you agree or disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to manage a classroom discussion where a student has made an anti-LGBTQ statement	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
I feel confident in my ability to use accurate and informed language when discussing issues of sexual orientation and gender identity	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Part of the role of faculty, staff and administrators is to help create a safe and supportive learning environment for LGBTQ students	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Part of the role of faculty, staff and administrators is to connect LGBTQ students experiencing psychological distress to support services such as the counseling center	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
All faculty, staff and administrators in my academic institution should take this course	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
This course will help me actively work to create or maintain a safe environment for our LGBTQ students.	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
I am aware of the need to use gender-neutral language in the classroom.	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
I am knowledgeable about the common challenges facing the LGBTQ student population.	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4

Q5 How likely are you to discuss your concerns with a student exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses
Very Unlikely	0.00% 0
Unlikely	0.00% 0
Likely	25.00% 1
Very Likely	75.00% 3
Total	4

Q6 How likely are you to recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	0.00%	0
Very Likely	100.00%	4
Total		4

Q7 In talking to a student, they reveal to you that they are LGBTQ and are experiencing psychological distress, or having suicidal thoughts. Please rate how much you agree or disagree with the following statements.

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to discuss my concerns with this student	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
I feel confident in my ability to help this student seek help if they are having thoughts of suicide.	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
I feel confident in my ability to connect this student to support services such as the counseling center	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

**Q8 Please indicate to what extent you think
that the course is:**

Answered: 4 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
A useful tool	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Well constructed	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Easy to use	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Increased my understanding of LGBTQ students	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Likely to help you in supporting LGBTQ students	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Based on scenarios that are relevant to you and your students	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Helpful in getting timely help for a LGBTQ student who is in psychological distress	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Help you create a safer learning environment for LGBTQ students	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4

Q9 As a result of this course, I feel more empathy for the LGBTQ student community.

Answered: 4 Skipped: 0

Answer Choices	Responses
Strongly Disagree	0.00% 0
Disagree	0.00% 0
Agree	50.00% 2
Strongly Agree	50.00% 2
Total	4

Q10 Overall, how would you rate the course?

Answered: 4 Skipped: 0

Answer Choices	Responses
Poor	0.00% 0
Good	0.00% 0
Very good	25.00% 1
Excellent	75.00% 3
Total	4

Q11 Overall, the training was (select one):

Answered: 4 Skipped: 0

Answer Choices	Responses	
Below my skill level	0.00%	0
At my skill level	100.00%	4
Above my skill level	0.00%	0
Don't know	0.00%	0
Total		4

Q12 Would you recommend the course to your colleagues?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	100.00%	4
No	0.00%	0
Total		4

Q13 How did you hear about this course?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Email from an administrator, staff member or faculty	25.00%	1
Flyer in my mailbox	0.00%	0
Poster in the academic institution	0.00%	0
Colleague	100.00%	4
Total Respondents: 4		

Q14 Have you ever received training to become a mental health practitioner?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	75.00%	3
No	25.00%	1
Total		4

Q15 Prior to taking this course, had you received LGBTQ cultural competency, anti-harassment or anti-bullying training?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	75.00%	3
No	25.00%	1
Total		4

Q16 Different People have different skill levels of ability for performing different tasks. In terms of your abilities, please rate the extent to which you can perform each of the following using this 1-5 scale:

Answered: 4 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
I will be able to achieve most of the goals that I have set for myself.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
When facing difficult tasks, I am certain that I will accomplish them.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
In general, I think that I can obtain outcomes that are important to me.	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
I believe I can succeed at most any endeavor to which I set my mind to.	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
I will be able to successfully overcome many challenges	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3
I am confident that I can perform effectively on many different tasks.	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Compared to other people, I can do most tasks very well.	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Even when things are tough, I can perform quite well.	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4

Q17 Please rate the climate at this college in general for persons with diverse backgrounds by indicating your response using the following scale:

Answered: 4 Skipped: 0

	Hostile	Somewhat hostile	Neutral	Somewhat welcoming	Welcoming	Total
Students with physical disabilities	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Students with mental health issues	25.00% 1	0.00% 0	0.00% 0	75.00% 3	0.00% 0	4
Women students	0.00% 0	0.00% 0	25.00% 1	0.00% 0	75.00% 3	4
Racial/ethnic minority students	25.00% 1	0.00% 0	0.00% 0	50.00% 2	25.00% 1	4
Gay, lesbian, bisexual, and transgendered students	25.00% 1	0.00% 0	0.00% 0	50.00% 2	25.00% 1	4
Students with different religious beliefs and backgrounds	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4
Student Veterans	0.00% 0	25.00% 1	0.00% 0	50.00% 2	25.00% 1	4

Q18 How often have you read, heard, or seen insensitive or negative comments or material at this college about each of the following?

Answered: 4 Skipped: 0

	Never	Rarely	Sometimes	Often	Total
Students with physical disabilities	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4
Students with mental health issues	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4
Women students	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4
Racial/ethnic minority students	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4
Gay, lesbian, bisexual, and transgendered students	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4
Students with different religious beliefs and backgrounds	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4
Student Veterans	33.33% 1	66.67% 2	0.00% 0	0.00% 0	3

Q19 What is your employment status

Answered: 4 Skipped: 0

Answer Choices	Responses	
Full-time Faculty Member	75.00%	3
Adjunct Faculty Member	0.00%	0
Teaching Assistant	0.00%	0
Graduate Student Teacher	0.00%	0
Administrator	0.00%	0
Staff Member	25.00%	1
Resident Assistant	0.00%	0
Total		4

Q20 Please answer the following

Answered: 4 Skipped: 0

Answer Choices	Average Number	Total Number	Responses
Your Age	47	189	4
Years Working in Education	18	72	4
Total Respondents: 4			

Q21 Gender

Answered: 4 Skipped: 0

Answer Choices	Responses	
Female	100.00%	4
Male	0.00%	0
Transgender	0.00%	0
Total		4

Q22 Do you identify as lesbian, gay, bisexual, transgender or queer/questioning (optional question)?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	25.00%	1
No	50.00%	2
Choose not to answer	25.00%	1
Total		4

Q23 Are you Hispanic or Latino?

Answered: 4 Skipped: 0

Answer Choices	Responses
Yes	25.00% 1
No	75.00% 3
Total	4

**Q24 If yes, which group represents you
(select one or more)?**

Answered: 1 Skipped: 3

Answer Choices	Responses
Mexican, Mexican American or Chicano	0.00% 0
Puerto Rican	0.00% 0
Cuban	100.00% 1
Dominican	0.00% 0
Central American	0.00% 0
South American	0.00% 0
Total Respondents: 1	

Q25 What is your race (select one or more)?

Answered: 4 Skipped: 0

Answer Choices	Responses	
White/Caucasian	0.00%	0
American Indian or Alaska Native	0.00%	0
Asian	50.00%	2
Black or African American	50.00%	2
Native Hawaiian	0.00%	0
Total Respondents: 4		

CCC LGBTQ on Campus for Faculty & Staff - Pre-Survey

Q2 Please rate your preparedness to:

Answered: 4 Skipped: 0

	Very Low	Low	Medium	High	Very high	Total
Use accurate and informed language when discussing issues of sexual orientation and gender identity	0.00% 0	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4
Conduct a supportive conversation with a fellow student who discloses that they identify as LGBTQ	0.00% 0	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4
Manage a classroom discussion where a student has made an anti-LGBTQ statement	0.00% 0	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4
Use gender-neutral language in class	0.00% 0	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4
Explain how the transgender experience on campus differs from the experiences of LGB students	0.00% 0	50.00% 2	25.00% 1	25.00% 1	0.00% 0	4
Recognize when a student's behavior is a sign of psychological distress (such as depression or thoughts of suicide)	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Recognize when a student's physical appearance is a sign of psychological distress (such as depression or thoughts of suicide)	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
Discuss with a student your concerns about the signs of psychological distress they are exhibiting	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Motivate students exhibiting psychological distress to seek help	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

Q3 Please indicate how much your agree or disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to manage a classroom discussion where a student has made an anti-LGBTQ statement	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4
I feel confident in my ability to use accurate and informed language when discussing issues of sexual orientation and gender identity	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4
Part of the role of faculty, staff and administrators is to help create a safe and supportive learning environment for LGBTQ students	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
Part of the role of faculty, staff and administrators is to connect LGBTQ students experiencing psychological distress to support services such as the counseling center	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
This course will help me actively work to create or maintain a safe environment for our LGBTQ students.	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
I am aware of the need to use gender-neutral language in the classroom.	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
I am knowledgeable about the common challenges facing the LGBTQ student population.	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4

Q5 How likely are you to discuss your concerns with a student exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses
Very Unlikely	0.00% 0
Unlikely	0.00% 0
Likely	25.00% 1
Very Likely	75.00% 3
Total	4

Q6 How likely are you to recommend mental health support services (such as the counseling center) to a student exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	0.00%	0
Very Likely	100.00%	4
Total		4

Q7 In talking to a student, they reveal to you that they are LGBTQ and are experiencing psychological distress, or having suicidal thoughts. Please rate how much you agree or disagree with the following statements.

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to discuss my concerns with this student	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
I feel confident in my ability to help this student seek help if they are having thoughts of suicide	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4
I feel confident in my ability to connect this student to support services such as the counseling center	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

**Q8 In the past two academic months,
approximately how many students have
you...**

Answered: 4 Skipped: 0

Answer Choices	Average Number	Total Number	Responses
Been concerned about due to their psychological distress	21	82	4
Approached to discuss your concerns about their psychological distress	23	92	4
Referred to school support services such as the counseling center	17	67	4
Total Respondents: 4			

#	Been concerned about due to their psychological distress	Date
1	30	6/11/2014 6:33 PM
2	12	6/11/2014 6:20 PM
3	10	6/11/2014 5:24 PM
4	30	6/9/2014 4:33 PM
#	Approached to discuss your concerns about their psychological distress	Date
1	30	6/11/2014 6:33 PM
2	12	6/11/2014 6:20 PM
3	20	6/11/2014 5:24 PM
4	30	6/9/2014 4:33 PM
#	Referred to school support services such as the counseling center	Date
1	15	6/11/2014 6:33 PM
2	12	6/11/2014 6:20 PM
3	20	6/11/2014 5:24 PM
4	20	6/9/2014 4:33 PM

Q1 After taking the course, how would you rate your preparedness to:

Answered: 4 Skipped: 0

	Very Low	Low	Medium	High	Very High	Total
Recognize when a student veteran's behavior is sign of psychological distress	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Recognize when a student veteran's appearance is a sign of psychological distress.	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Discuss with a student veteran your concern about the signs of psychological distress they are exhibiting	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Motivate a student veteran exhibiting signs of psychological distress to seek help	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Recommend mental health support services (i.e. counseling center) to a student veteran exhibiting signs of psychological distress	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Manage classroom discussions around veteran sensitive issues	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4

Q2 How likely are you to discuss your concerns with a student veteran exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses
Very Unlikely	0.00% 0
Unlikely	0.00% 0
Likely	50.00% 2
Very Likely	50.00% 2
Total	4

Q3 How likely are you to recommend mental health support services (such as the counseling center) to a student veteran exhibiting signs of psychological distress?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	50.00%	2
Very Likely	50.00%	2
Total		4

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to discuss my concern with a student veteran exhibiting signs of psychological distress	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I feel confident in my ability to recommend mental health support services to a student veteran exhibiting signs of psychological distress	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I feel confident that I know where to refer a student veteran for mental health support	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I feel confident in managing classroom discussions around veteran sensitive issues	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
Part of the role of faculty, staff and administrators is to help create a supportive environment for the student veteran population	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
Part of the role of faculty, staff and administrators is to connect student veterans experiencing psychological distress with mental health services	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
All faculty, staff and administrators in my academic institution should take this course	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4

Q5 Please rate how much you agree/disagree with the following statements:

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I am prepared to talk to a student veteran about their military service	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I am knowledgeable about the common challenges facing the student veteran population	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I am comfortable talking to a student veteran about their military service	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I am prepared to refer student veterans to appropriate campus offices	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4

**Q6 I know who the Point of Contact (POC)
is for student veterans at my college.**

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	50.00%	2
No	50.00%	2
Total		4

Q7 Overall, how would you rate this course?

Answered: 4 Skipped: 0

Answer Choices	Responses
Poor	0.00% 0
Good	25.00% 1
Very Good	50.00% 2
Excellent	25.00% 1
Total	4

Q8 How long did it take you to complete the course?

Answered: 4 Skipped: 0

Answer Choices	Responses
20 minutes	25.00% 1
30 minutes	75.00% 3
40 minutes	0.00% 0
50 minutes	0.00% 0
1 hour or longer	0.00% 0
Total	4

Q9 Would you recommend the course to your colleagues?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	100.00%	4
No	0.00%	0
Total		4

Q10 Please indicate to what extent you think that the course is:

Answered: 4 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
A useful tool?	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
Well constructed?	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Easy to use?	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Likely to help you with student veterans in psychological distress?	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Based on scenarios that are relevant to you and student veterans?	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Able to aid you in getting timely help to a student veteran?	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4

**Q11 Rate how much you agree/disagree
with the following statements:**

Answered: 4 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The simulated conversations in the course helped better prepare me for similar conversations in real life	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
The simulated conversations in this course were realistic	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

Q12 In the past two months, approximately how many student veterans have you...

Answered: 4 Skipped: 0

Answer Choices	Average Number	Total Number	Responses
Had in your classroom, to your knowledge	0	1	3
Spoken with about their military service	3	10	4
Been concerned about due to their psychological distress	0	1	4
Approached to discuss your concerns about their psychological distress	0	1	4
Referred to support services	1	2	4
Total Respondents: 4			

#	Had in your classroom, to your knowledge	Date
1	0	6/13/2014 6:57 PM
2	0	6/12/2014 8:07 PM
3	1	6/4/2014 12:22 PM
#	Spoken with about their military service	Date
1	0	6/13/2014 6:57 PM
2	0	6/12/2014 8:07 PM
3	10	6/11/2014 5:51 PM
4	0	6/4/2014 12:22 PM
#	Been concerned about due to their psychological distress	Date
1	0	6/13/2014 6:57 PM
2	0	6/12/2014 8:07 PM
3	1	6/11/2014 5:51 PM
4	0	6/4/2014 12:22 PM
#	Approached to discuss your concerns about their psychological distress	Date
1	0	6/13/2014 6:57 PM
2	0	6/12/2014 8:07 PM
3	1	6/11/2014 5:51 PM
4	0	6/4/2014 12:22 PM
#	Referred to support services	Date
1	0	6/13/2014 6:57 PM
2	0	6/12/2014 8:07 PM
3	2	6/11/2014 5:51 PM
4	0	6/4/2014 12:22 PM

Q13 Different people have different levels of ability for performing different tasks. In terms of your abilities, please rate the likelihood to which you can perform each of the following:

Answered: 4 Skipped: 0

	Not at All True	Slightly True	About Halfway True	Mostly True	Very True	Total
I will be able to achieve most of the goals that I have set for myself.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
When facing difficult tasks, I am certain that I will accomplish them.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
In general, I think that I can obtain outcomes that are important to me.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I believe I can succeed at most any endeavor to which I set my mind.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I will be able to successfully overcome many challenges.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
I am confident that I can perform effectively on many different tasks.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
Compared to other people, I can do most tasks very well.	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
Even if things are tough, I can perform quite well.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4

Q14 To what extent do you think ...

Answered: 4 Skipped: 0

	Not at all or to a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total
there are efforts in your institution to link students exhibiting signs of psychological stress to mental health support services?	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4
others in your institution are aware of these efforts?	0.00% 0	0.00% 0	100.00% 4	0.00% 0	0.00% 0	4
the leaders of your institution are supportive of these efforts?	0.00% 0	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4
the prevailing attitude within your institution is supportive of efforts to link students exhibiting signs of psychological stress to mental health support services?	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4
members of your institution understand the causes of psychological stress, its consequences, and how it impacts the institution or community?	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4
resources are available within your institution – people, time, money, space – to support efforts on this issue?	0.00% 0	0.00% 0	33.33% 1	0.00% 0	66.67% 2	3

Q15 Please rate the climate at this college in general for persons with diverse backgrounds by indicating your response using the following scale:

Answered: 4 Skipped: 0

	Hostile	Somewhat hostile	Neutral	Somewhat welcoming	Welcoming	Total
Students with physical disabilities	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Students with mental health issues	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Women students	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Racial/ethnic minority students	0.00% 0	0.00% 0	25.00% 1	25.00% 1	50.00% 2	4
Gay, lesbian, bisexual, and transgendered students	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Students with different religious beliefs and backgrounds	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
Student Veterans	0.00% 0	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q16 How often have you read, heard, or seen insensitive or negative comments or material at this college about each of the following?

Answered: 4 Skipped: 0

	Never	Rarely	Sometimes	Often	Total
Students with physical disabilities	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Students with mental health issues	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
Women students	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Racial/ethnic minority students	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
Gay, lesbian, bisexual, and transgendered students	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Students with different religious beliefs and backgrounds	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
Student Veterans	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4

Q17 What is your employment status?

Answered: 4 Skipped: 0

Answer Choices	Responses
Full-time faculty member	50.00% 2
Adjunct faculty member	0.00% 0
Administrator or staff member	0.00% 0
Peer advisor or other student leader	0.00% 0
Other (please specify)	50.00% 2
Total	4

#	Other (please specify)	Date
1	intern	6/13/2014 6:59 PM
2	Mental Health Intern	6/12/2014 8:09 PM

Q18 How many years have you worked in a college/university setting?

Answered: 4 Skipped: 0

#	Responses	Date
1	2	6/13/2014 6:59 PM
2	1	6/12/2014 8:09 PM
3	25	6/11/2014 5:54 PM
4	feb 2014	6/4/2014 12:26 PM

Q19 Have you ever received training to become a mental health practitioner?

Answered: 4 Skipped: 0

Answer Choices	Responses	
Yes	50.00%	2
No	50.00%	2
Total		4

Q20 Do you currently teach or have you ever taught courses in Psychology?

Answered: 4 Skipped: 0

Answer Choices	Responses
Yes	0.00% 0
No	100.00% 4
Total	4

Q22 What is your age?

Answered: 4 Skipped: 0

#	Responses	Date
1	32	6/13/2014 6:59 PM
2	37	6/12/2014 8:09 PM
3	58	6/11/2014 5:54 PM
4	28	6/4/2014 12:26 PM

Q23 What is your gender?

Answered: 4 Skipped: 0

Answer Choices	Responses
Male	0.00% 0
Female	100.00% 4
Transgender	0.00% 0
Total	4

Q24 Are you Hispanic or Latino?

Answered: 4 Skipped: 0

Answer Choices	Responses
Yes	0.00% 0
No	100.00% 4
Total	4

**Q25 If you answered "yes" to the previous question, which group represents you?
(Select one or more)**

Answered: 0 Skipped: 4

Answer Choices	Responses	
Mexican, Mexican American, or Chicano	0.00%	0
Puerto Rican	0.00%	0
Cuban	0.00%	0
Dominican	0.00%	0
Central American	0.00%	0
South American	0.00%	0
Total Respondents: 0		

Q26 What is your race? (Select one or more)

Answered: 4 Skipped: 0

Answer Choices	Responses	
White/Caucasian	50.00%	2
American Indian or Alaska Native	0.00%	0
Asian	25.00%	1
Black or African American	25.00%	1
Native Hawaiian	0.00%	0
Hispanic or Latino	0.00%	0
Total Respondents: 4		

Q27 What did you like most about this course?

Answered: 2 Skipped: 2

#	Responses	Date
1	Realistic discussion and ways to respond.	6/11/2014 5:55 PM
2	the interactivity	6/4/2014 12:27 PM

Q28 What would you change to make it more effective?

Answered: 2 Skipped: 2

#	Responses	Date
1	n/a	6/11/2014 5:55 PM
2	more scenarios	6/4/2014 12:27 PM

Q29 Any other suggestions or concerns?

Answered: 1 Skipped: 3

#	Responses	Date
1	n/a	6/11/2014 5:55 PM

Q1 How would you rate your preparedness to:

Answered: 3 Skipped: 0

	Very Low	Low	Medium	High	Very High	Total
Recognize when a student veteran's behavior is a sign of psychological stress	0.00% 0	33.33% 1	0.00% 0	33.33% 1	33.33% 1	3
Recognize when a student veteran's physical appearance is a sign of psychological stress	0.00% 0	33.33% 1	33.33% 1	33.33% 1	0.00% 0	3
Discuss with a student veteran your concerns about the signs of psychological stress they are exhibiting	0.00% 0	0.00% 0	66.67% 2	33.33% 1	0.00% 0	3
Motivate a student veteran exhibiting signs of psychological stress to seek help	0.00% 0	0.00% 0	33.33% 1	66.67% 2	0.00% 0	3
Recommend mental health support services (i.e. counseling center) to a student veteran exhibiting signs of psychological distress	0.00% 0	0.00% 0	33.33% 1	33.33% 1	33.33% 1	3
Manage classroom discussions around veteran sensitive issues.	0.00% 0	33.33% 1	66.67% 2	0.00% 0	0.00% 0	3

Q2 How likely are you to discuss your concerns with a student veteran exhibiting signs of psychological distress?

Answered: 3 Skipped: 0

Answer Choices	Responses
Very Unlikely	0.00% 0
Unlikely	0.00% 0
Likely	33.33% 1
Very Likely	66.67% 2
Total	3

Q3 How likely are you to recommend mental health support services (such as the counseling center) to a student veteran exhibiting signs of psychological distress?

Answered: 3 Skipped: 0

Answer Choices	Responses	
Very Unlikely	0.00%	0
Unlikely	0.00%	0
Likely	33.33%	1
Very Likely	66.67%	2
Total		3

Q4 Please rate how much you agree/disagree with the following statements:

Answered: 3 Skipped: 0

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel confident in my ability to discuss my concern with a student veteran exhibiting signs of psychological stress	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3
I feel confident in my ability to recommend mental health support services to a student veteran exhibiting signs of psychological distress	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3
I feel confident that I know where to refer a student veteran for mental health support	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3
I feel confident in managing classroom discussions around veteran sensitive issues	0.00% 0	33.33% 1	66.67% 2	0.00% 0	3
Part of the role of faculty, staff and administrators is to help create a supportive environment for the student veteran population	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3
Part of the role of faculty, staff and administrators is to connect student veterans experiencing psychological distress with mental health support services	0.00% 0	0.00% 0	33.33% 1	66.67% 2	3

Q5 Please rate how much you agree/disagree with the following statements:

Answered: 3 Skipped: 0

	Strongly disagree	Disagree	Agree	Strongly agree	Total
I am prepared to talk to a student veteran about their military service	0.00% 0	66.67% 2	0.00% 0	33.33% 1	3
I am knowledgeable about the common challenges facing the student veteran population	0.00% 0	33.33% 1	66.67% 2	0.00% 0	3
I am comfortable talking to a student veteran about their military service	0.00% 0	33.33% 1	33.33% 1	33.33% 1	3
I am prepared to refer a student veteran to the appropriate campus offices	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3

**Q6 I know who the Point of Contact (POC)
is for student veterans at my college.**

Answered: 3 Skipped: 0

Answer Choices	Responses	
Yes	66.67%	2
No	33.33%	1
Total		3