

## 2023-24 Program Review

Program Name: Personal Counseling & Wellness Services

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## **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

### **1. Description of Program (200-400 words)**

- Provide a brief description of the program and how it supports the following:
  - [CSM Mission and Values Statements](#)
  - [CSM Statement of Solidarity](#)
  - [CSM's Strategic Priorities](#)
  - [SMCCCD's Strategic Goals](#)
  - [CSM Forward 2028 - Education Master Plan](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

College of San Mateo (CSM) Personal Counseling & Wellness Services exist to promote the mental health and emotional development of the diverse campus community. As indicated in the CSM Mission and Values Statements and SMCCCD's Strategic Goals, The CSM Personal Counseling Team strongly believes that all students are entitled to receive mental health support to promote academic success, as well as emotional well-being. The team is dedicated to serving CSM students in handling crises and exploring personal issues and decisions so they can successfully achieve their academic goals and long-term aspirations.

CSM Personal Counseling and Wellness Services include, but are not limited to:

- **Individual Personal Counseling:** weekly short-term counseling sessions are offered individually for students. Each personal counseling session is 50 minutes in length.
- **Group Personal Counseling:** group counseling services are offered based on students' needs.
- **Crisis Intervention & Emergency Response Services:** crisis intervention and emergency response services are provided to student patients by counselors to address the following: suicide and homicide assessments, child and/or elderly abuse, psychotic breakdowns, panic attacks, grief/loss, domestic violence, natural disasters, mass shootings, etc.
- **Training and Consultation Support for Students/Faculty/Staff:** workshops are offered for students, faculty, and staff to cover the following relevant mental health topics: suicide prevention, domestic violence, stress management, mental health assessment, de-escalation, first aid training, coping strategies for anxiety, and how to provide appropriate support/counseling to students and/or friends who are in need. Personal counseling faculty serve as committee members on the CARES team. The CARES team offers faculty and staff training on how to refer and submit student reports for behaviors of concern. Over 90% of CARES reports filed are due to mental health concerns. Once students are referred to CARES, follow-up, and case/crisis management are provided to connect students to appropriate support services on and off campus.
- **MFT/LPCC Intern Training Program:** the MFT/LPCC intern training program consists of 6 to 7 interns/pre-licensed counselors (both practicum students and associate therapists) from local graduate schools. They attend weekly intern counselor supervision which includes two-hour group training sessions and one-hour individual clinical supervision. A College of San Mateo tenured faculty personal counselor coordinates this program and serves as the clinical supervisor for unlicensed personal counselors in collaboration with associated graduate schools.
- **Outreach Activities:** including conducting workshops and classroom presentations, providing personal counseling information and resources to students by tabling, attending on-campus events, and collaborating with instructional divisions and student services on campus such as Health Services, SparkPoint, EOPS, Promise, MCCDC, DRC, CDC, VROC, Learning Communities, Middle College, International Student Office, Athletic Department, etc.
- **Mental Health Peer Educator Program & Active Minds Club:** are both coordinated by a tenured faculty personal counselor. Involves hiring 6-7 student assistants each academic year who attend weekly Mental Health Peer Educator training and offer robust, extremely well-attended mental health events and outreach activities on campus, including suicide prevention training.
- **Mental Health Services Coordination with Community Agencies:** on an as needed basis, provide students with appropriate referrals to off campus services, and coordinate events and workshops with local partners including San Mateo County Behavioral Health and Recovery Services, Rape Trauma Services, CORA, KARA, StarVista, San Mateo Pride Center, CoastPride Center, Cielo House, an Eating Disorder Program.

## **2. Results of Previous Program Review (200-500 words)**

- a) Describe the results of your previous Program Review’s action plan and identified equity gaps.
- Previous Goals
  - Results Achieved
  - Changes Implemented
  - Plans still in progress
  - Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review
- To specific courses, or to any discipline as a whole
  - Includes degree, certificate, or course sequences, program delivery or structure, etc.
- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:
- SLO/SAO
    - What did the assessment focus on?
    - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
    - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
  - Assessment results
    - What was the activity or intervention?
    - What were the outcomes?
  - Program improvements implemented
    - What did you learn from it?
  - What changed?

<b>Previous Goals</b>	<b>Results Achieved</b>	<b>Changes Implemented</b>	<b>Plans Still in Progress</b>	<b>Any Notable or Surprising Results or Outcomes</b>
Promote equity minded mental health services to students who are marginalized and underrepresented through different service delivery options	Increased personal counseling services individually and in groups offered to Black and Undocumented students	Hired a temporary personal counselor to work with Black students specifically - Black@CSM Group was created, attended Umoja meetings regularly, planned programming for Black History Month, provided athlete and coach	These plans continue to be in progress	The number of Black students who received personal counseling services doubled from previous to current program review  128 MCCDC students received individual personal counseling appointments in Fall 2022 and Spring 2023

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<p>Continue to assess mental health needs and service delivery options among underserved student populations</p>	<p>Offered additional drop-in and individual ongoing personal counseling services by increasing the number of personal counseling satellite offices offered on campus to include VROC, MCCDC, EOPS, Middle College, and International Education</p>	<p>support, provided classroom presentations</p> <p>Hired a temporary personal counselor with an emphasis in serving Multicultural Center &amp; Dream Center (MCCDC) students through individual and group personal counseling, two additional personal counseling groups were created, a first-generation and Undocu-Circle student group</p> <p>Hired a temporary personal counselor with a strong connection to the EOPS community to expand mental health services on campus</p> <p>Incorporated non-traditional methods of counseling support through expressive art, conversation circles, and music therapy for programs such as the ESL Center</p> <p>The Mental Health Peer Educator Program expanded outreach activities and workshops to the campus community</p>	<p>195 students in 2021-22, and 132 students in 2022-23 participated in guided visualization and expressive art group therapy</p> <p>In Fall 2021, the Mental Health Peer Educators hosted 54 events/activities with 1,489 students, and 76 faculty/staff in attendance. In Spring 2022, they hosted 79 events/activities with 1,803 students and 168 faculty/staff in attendance. In Fall 2022, they hosted 102 events/activities with 1,452 students and 91 faculty/staff in attendance. In Spring 2023, they hosted 57 activities with 1,127 students and 91 faculty/staff in attendance. This is an increase from pre-pandemic in 2019-2020 when 107 events were offered with participation from 1,946 students and 203 staff and faculty</p>
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<p>Continue to reach out to veteran and athlete students to promote awareness of mental health support</p>	<p>From 21/22 to current program review, a significant increase of veteran students received personal counseling services</p>	<p>Offered ongoing weekly drop-in counseling hours for veteran students</p> <p>Made stronger connection with athletes by a personal counselor participating in team meetings with their coaches</p>	<p>These plans continue to be in progress</p>	<p>370 veteran students served by personal counseling in 2021-2022, and in 2022-2023 this number increased to 415 (207 veteran students and 208 military connected students)</p> <p>147 athletes connected to personal counseling through a range of mental health support services in 2021-2022 and this number increased to 300 athletes supported with personal counseling services in 2022-2023</p>
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<b>SLOs/SAOs</b>	<b>Assessment Results</b>	<b>Program Improvements Implemented</b>
<p>Assessed the level of comfort or discomfort students felt meeting personal counselors in a virtual environment over zoom</p>	<p>In Spring 2022, 71% of students agreed they feel comfortable seeing a personal counselor over zoom; 39% preferred in person counseling; and 26% preferred hybrid services (a mixture of zoom and in person)</p> <p>In the Spring of 2023, approximately 60% of students reported feeling comfortable seeing a personal counselor online; 40% preferred in person; and 26% preferred hybrid services</p> <p>The number of students who were open to telehealth counseling decreased 11% from Spring 2022 to Spring 2023</p>	<p>Post-pandemic, a hybrid model of personal counseling services is being offered at College of San Mateo, the first appointments chosen by students are the ones available in person (not the ones available virtually) leading to the conclusion that a greater trend towards in person appointments moving forward is expected, as a result more personal counselors are working on campus to be available in person</p>
<p>Assessed if personal counseling services help students achieve their academic goals and continue their academic journeys</p>	<p>A survey conducted in Spring 2022 showed 71% of students agreed that personal counseling services helped them achieve their academic goals and continue their academic journeys. In Spring 2023, 53% of students agreed</p>	<p>Results came from a student self-report from a small sample. Moving forward, a better method of collecting this data is needed without compromising confidentiality and so a more accurate assessment can be completed</p>

### 3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under  18% Ages 25-34  17% over 35 yrs.	49% Female  48% Male  3% Non-disclosed or non-binary	13,180 students
<b>Enrollments (duplicated)</b>	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under  13% Ages 25-34  11% over 35 yrs.	48% Female  50% Male  2% Non-disclosed or non-binary	37,014 enrollments
<b>2022-2023</b>	Latinx 41.6% White 16.1% Asian 18.3% Filipino 7.1% Multiracial 9% Black 2.5% Pacific Islander 1.8% Unknown 3.6% Native American 0%	No data available through electronic record system	69.9% 24 yrs. and under  19.7% Ages 25-34  10.4% over 35 yrs.	62% Female  34% Male  4% Non-disclosed or non-binary	<b>1,994</b> total individual personal counseling appointments were offered to <b>279 students</b>
<b>2021-2022</b>	Latinx 37.6% White 19.7% Asian 18% Filipino 7.7% Multiracial 6.6% Black 4.4% Pacific Islander 2.7% Unknown 3.3% Native American 0%	No data available through electronic record system	61.2% 24 yrs. and under  27.9% Ages 25-34  10.9% over 35 yrs.	65% Female  27% Male  4% Non-disclosed or non-binary  4% Unknown	<b>1,082</b> total individual personal counseling appointments were offered to <b>183 students</b>

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for

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ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>A significant 41.6% increase of Latinx students utilized personal counseling services from previous program review</p> <p>Double the Black students accessed personal counseling services from 2020-2021 to 2021-2022</p>	<p>The percentage of Latinx students served with personal counseling services exceeds the enrollment percentage of Latinx students</p>	<p>Hired part-time personal counselor to with an emphasis in serving Undocumented students starting Fall 2022</p> <p>Hired part-time personal counselor with an emphasis in serving Black students from Spring 2022 through Summer 2023</p> <p>Three part-time personal counselors are Spanish speaking</p>	<p>Request for additional personal counselors (full-time and part-time) through resource request to continue efforts to support BIPOC and Latinx students</p>
<p>Increase number of male students seeking personal counseling services compared to previous program review</p>	<p>Roughly 5% increase in male students accessing personal counseling services from 2020-2021 to 2022-2023</p> <p>Lessoning of the equity gap to closer match enrollment of male students</p>	<p>Since previous program review hired an additional part-time male personal counselor, in addition to one full-time male personal counselor and 2<sup>nd</sup> part-time male personal counselors who are on the personal counseling team</p> <p>Partnership with key campus partners such as Brothers Empowering Brothers</p>	<p>Plan to further lesson equity gap by engaging in relevant professional development training</p> <p>Collect data from focus groups, key informant interviews, and/or surveys then analyze to identify and address any gaps in service</p> <p>Engage in relevant professional development training</p> <p>Find additional opportunities to partner with key campus partners</p>
<p>Approximately 85% increase in personal counseling appointments</p>	<p>Post-pandemic, there is an increased number</p>	<p>There is limited staffing available to support the number of personal</p>	<p>Expand staffing structure with additional full time personal</p>

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offered from 2021-2022 to 2022-2023 academic years	of students who need mental health support	counseling requests (two full time personal counselors, four part time adjunct personal counselors, and 3 interns)	counselor and adjunct personal counselor (resource request)
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b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

<b>Changes since last Program Review</b>	<b>Analysis of Gaps</b>	<b>Plans to Address Opportunity Gaps</b>
Since the last program review, most students seeking personal counseling services are wanting to meet their personal counselor in person (versus over zoom)	Personal counselors are currently working remotely 1 day per week	Adjunct personal counselors will return to work in person, without working 1-day remote, starting Spring 2024 to support the increased student need for in-person services  Will continue to offer hybrid model of personal counseling services (the option to meet in person or over zoom) so that students can choose
Since the last program review, hired additional part-time personal counselors to specifically support Black and Undocumented students, furthermore additional personal counselors on the team and the Mental Health Peer Educators worked closely in a variety of on-campus programs in their respective locations, including MCCDC, International Education, VROC, athletic teams, ESL Center, Middle College, AANAPISI, ASCSM, Safe Zone	Consequently, the equity gaps of serving Black and Undocumented student decreased overall in comparison to enrollment  Significant progress has been made in increasing efforts to connect with students and the campus community outside of traditional individual personal counseling services	Continue to expand personal counseling services offered to BIPOC and Undocumented students  Continue to strengthen collaborations with on-campus programs by meeting students where they are  Expand upon culturally responsive support services

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<p>Alliance, GSA, Active Minds Club, Promise Scholars Program, Brothers Empowering Brothers, and Learning Communities such as Umoja, Puente, MANA, and Katipunan</p>		
<p>Since the last program, the Wellness Center (Personal Counseling and Health Services) moved from the oldest building on campus, Building 1, to the ‘Health &amp; Wellness Building’, Building 5, in a brand-new Wellness Center that has 5 personal counseling offices and a comfortable waiting room for students</p> <p>The move occurred right before Fall 2023 semester started</p>	<p>Identified that significantly less students were accessing personal counseling appointments in previous location, with an overall appointment increase of 67% during the month of August this year in new student-centered location on campus in comparison to August of last year when the department was located in Building 1</p>	<p>Ongoing challenge of providing personal counseling availability that matches students’ needs based on current staffing structure that is predominately part-time personal counselors</p> <p>In the process of hiring additional part-time adjunct personal counselor for 2 semesters with mental health grant funding to expand personal counseling availability</p> <p>Will ask for additional staffing support through resource request</p> <p>Increase number of interns next academic year</p> <p>Personal counselors will provide a maximum of 12 sessions per client (with certain exceptions) so that more students can receive individual personal counseling each academic year</p>

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

**4. Planning**

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

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- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
Provide an assessment that focuses on male students’ feedback about personal counseling services at CSM – this will be prioritized based on ongoing equity gap identified in program reviews	Complete survey and/or focus group(s) with CSM male students within 23/24 academic year to identify and address current gaps in services	Coordination of survey and/or focus group(s)  Professional development for staff
Promote equity minded mental health services to students	Survey students who receive personal counseling services each Fall and Spring semesters	Coordination of survey

**b) Program goals**

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

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Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

<b>Goal</b>	<b>Actions</b>	<b>Measurable Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Support Needed</b>
Increase personal counseling services outreach activities provided to male-identifying students, student athletes, LGBTQ, and veteran students	Increase outreach and engagement with key campus programs, identify new programming needs	Increase # of personal counseling appointments for male-identifying students, student athletes, LGBTQ, and veteran students	Ongoing	Personal Counseling Team	Further collaboration with key campus partners  Professional development/funding to support  Additional personal counseling staff support
Meet the demand for students' mental health needs with an appropriate staffing structure	Hire additional full-time personal counselor who works specifically with underserved students and hire second permanent adjunct personal counselor	Minimizing students on a waitlist	Goal of starting Fall 2024	Leadership & Personal Counseling Team	Support with requests through resource request (requesting additional full-time personal counselor and second permanent adjunct personal counselor)
Continue to promote equity-minded mental health services to	Continue to offer in-service training to staff counselors during	Data of appointments and student engagement in personal counseling services	Ongoing	Personal Counseling Team	PRIE data on specific student populations

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students who are marginalized and underrepresented through various personal counseling service delivery options	weekly individual and group clinical supervision				Increased staffing (resource request)
To research personal counseling programming needs for future on campus housing	Complete research specifically for on campus housing on community college campuses	Mental health support services available on other college campuses that have housing for students  Increased programming needs	Fall 2025	Personal Counseling Team	Collaboration with CSM campus leadership, student services programs, and public safety and with other community college campuses who have on campus housing

**5. CE Only**

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
  - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
  - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?