

Learning Goals and Assessment Highlights 2015-2016

Please complete the following form to contribute to the Annual Report of the Division of Student Affairs. The submission deadline for Annual Report information is **June 15, 2016**. Please contact Romando Nash with questions.

I. **Name of Department:** Counseling and Psychological Services

II. **Departmental Staff Information (Number of FTE, Graduate Assistants, Student Workers, Interns, Volunteers):**

Full-Time Employees (FTE): 19.10

- MPP = 1
- Staff = 5
- Counselor Faculty = 13.10

Post-Doctoral Residents (FTE): 2

Pre-Doctoral Interns (FTE): 4

Advanced Practicum Externs (FTE) (Volunteers): 1 (2 @ 0.5)

Student Employees: 5

III. **Departmental Mission Statement:**

CAPS advances personal development, enhances student learning, and addresses life crises by providing culturally inclusive mental health services and educational counseling.

IV. **Departmental Learning Outcomes:**

Student will develop:

1. Skills to improve their wellbeing.
2. Effective interpersonal skills with diverse populations.
3. Life skills to resolve academic difficulties.
4. Life skills to resolve life crises.

a. **Which outcome(s) was (were) assessed this year?** All department learning outcomes were assessed in Academic-Year 2015-16. The learning outcomes were assessed through evaluations completed by students who received services from Counseling and Psychological Services.

b. **When will the other outcomes be assessed?** Department learning outcomes number 1 and 4 can be further assessed through a pre- and post-test self-assessment format, and is currently being explored for implementation by the department.

V. **Key Assessment Findings, & Action Plans:** Please include minimum of four findings – 400 character limit per findings. All findings should provide source information, (e.g. how/when data was collected, purpose, how many respondents, etc.)

- 1) Student Opinion of Counselor Effectiveness (SOCE) forms provides the opportunity for students who received services to reflect on the skills and services they acquired. Students complete the SOCEs when terminating services with CAPS. Participants were asked to rate, on a scale from 1 (unsatisfactory) to 5 (excellent), "Helped me understand my issues," which addresses the Department Learning Outcome: Skills to improve their

wellbeing. Of the 530 students who completed a SOCE in the fall and/or spring semester, an average rating score of 4.79 was obtained for this item.

- 2) Group therapy provides students with the opportunity to engage with other students; provide and obtain feedback; feel connected; and receive support in a safe environment. It addresses the Department Learning Outcome: Effective interpersonal skills with diverse populations. Evaluations are obtained from students upon termination of services and asked, "The group helped me appreciate each other's cultural backgrounds." Of the 186 students who utilized group therapy services and completed an evaluation, a score of 3.21 was obtained on a five-point Likert-type scale (5 = Strongly Agree; 1 = Strongly Disagree).
- 3) Educational counselors assist students navigating the university and inform them of resources and policies. It addresses the Department Learning Outcome: Life skills to resolve academic difficulties. Students who receive educational counseling complete a Student Opinion of Counselor Effectiveness (SOCE) form that specifically asks, "Assisted me in developing reasonable educational goals," as one of the items. Of the 109 students who completed a SOCE in the fall and/or spring semester for educational counseling, an average score of 4.61 was obtained on a five-point Likert-type scale (1 = unsatisfactory; 5 = excellent).
- 4) Students who received personal counseling from CAPS are asked to complete a Student Opinion of Counselor Effectiveness (SOCE) form upon ending services. One question asked participants to rate on a scale from 1 (unsatisfactory) to 5 (excellent) whether services, "Helped me resolve some of my problems," which addresses the Department Learning Outcome: Life skills to resolve life crises. Of the 530 students who completed a SOCE in the fall and/or spring semesters, an average rating score of 4.67 was obtained.
- 5) The Healthy Relationships Workshops provides students the opportunity to learn about the challenges and benefits of relationships, its expectations, how to navigate differences in opinions, and effective communication. It focuses on the Department Learning Outcome: Effective Interpersonal Skills with Diverse Populations. One hundred fifty-three evaluations were obtained for the multiple-week workshop series which revealed an average overall effectiveness rating of 4.65 on a five-point Likert-type scale (1 = Poor; 5 = Excellent).
- 6) The Spartan Success Series workshop titled, "9 Ways to Study like a Successful Student" focused on providing students academic skills to assist in their academic responsibilities and addressed Department Learning Outcome: Life skills to resolve academic difficulties. Sixty-two evaluations were obtained at the end of the workshop and the average rating in Overall Effectiveness of the Presentation was 4.35 on a five-point Likert-type scale (1 = Poor; 5 = Excellent).
 - (a) Given current assessment results, what (if any) changes will the department consider making for the future? It would be beneficial for the department to re-examine its Department Learning Objectives and to revise them to better align with the Division Learning Goals. Additionally, assessment of the Department Learning Objectives can be enhanced by implementing assessment tools that specifically address the objectives listed.

VI. 2015-2016 Departmental Highlights (Please submit four highlights – 375 character limit per highlight). For this section, please ensure that at least two of your highlights relate to the Division Learning Goals which are directly connected to the University Learning Goals of Intellectual Skills, Applied Knowledge, and/or Social and Global Responsibilities. If this is not possible, please include general highlights related to this academic year. The full definition of the Division Learning Goals can be found online, but the six overarching goals are listed below:

Division Learning Goals:

- **CRITICAL THINKING SKILLS:** Critical thinking skills refer to the ability to independently and accurately evaluate information, data and ideas from multiple perspectives.
- **EFFECTIVE COMMUNICATION:** Effective communication embodies the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience.
- **MULTICULTURAL COMPETENCE AND ACTIVE CITIZENSHIP:** Multicultural competence and active citizenship refer to understanding and appreciating human differences as well as positively contributing to the community.
- **PRACTICAL COMPETENCE/LIFE SKILLS:** These skills refer to the capacity to manage one's affairs both inside and outside the university.
- **LEADERSHIP AND INTERPERSONAL COMPETENCE:** These skills refer to the ability to mobilize groups around shared interests as well as demonstrate and sustain meaningful relationships.

- **HEALTHY LIVING:** Healthy living refers to making informed decisions and acting on those decisions to enhance personal and community health.

1. Counseling and Psychological Services provided three workshops during the 2015-16 Academic-Year on the topic, Communication and Assertiveness. The workshops were attended by a total of 54 students who gave an overall effectiveness rating of 4.76 on a five-point Likert-type scale.

1a. Division Learning Goal/Undergraduate Learning Goal Connection: Effective Communication

1b. Was this accomplishment a goal from 2015-2016? No

2. Counseling and Psychological Services provided 11,319 appointments to 2508 students in individual and group counseling. Students receiving services completed a Student Opinion of Counselor Effectiveness form that resulted in an overall rating of 4.87 (out of 5) for personal counseling and 4.82 for educational counseling.

2a. Division Learning Goal/Undergraduate Learning Goal Connection: Critical Thinking Skills & Practical Competence/Life Skills

2b. Was this accomplishment a goal from 2015-2016? No

3. During the 2015-16 Academic-Year, CAPS continued to address its multicultural competence, by hosting its annual Multicultural Training Day for Counseling Centers in the Northern California Region. Additionally, counselors are provided continuing education units (CEUs) on various identity issues and actively participate in the various ethnic identity task forces on campus.

3a. Division Learning Goal/Undergraduate Learning Goal Connection: Multicultural Competence and Active Citizenship

3b. Was this accomplishment a goal from 2015-2016? Yes

4. Counseling and Psychological Services provided group therapy services to 186 students in three different group modalities (support, psychoeducational, and process) on various topics, such as social skills; addiction; women's and men's issues; sexual orientation and gender identity; and ethnic identity challenges.

4a. Division Learning Goal/Undergraduate Learning Goal Connection: Leadership and Interpersonal Skills

4b. Was this accomplishment a goal from 2015-2016? Yes

5. Counseling and Psychological Services' annual Stress Less for Success event focuses on alternative effective techniques students can engage in to address stress and manage it to be a successful student. Students engaged in art therapy, yoga therapy, and time management skills, as examples to manage stress.

5a. Division Learning Goal/Undergraduate Learning Goal Connection: Healthy Living

5b. Was this accomplishment a goal from 2015-2016? No

6. Counseling and Psychological Services continues to support its peer mentor programs, such as the Peers in Pride (PiP) and Mental Health Ambassadors (MHA). These programs allow students to gain awareness on mental health issues and educate them with leadership skills. It also provides an opportunity for student mentors to assist the campus community.

6a. Division Learning Goal/Undergraduate Learning Goal Connection: Multicultural Competence and Active Citizenship

6b. Was this accomplishment a goal from 2015-2016? No

7. Counseling and Psychological Services Training Program was recently awarded Palo Alto University's Center for Excellence in Diversity Award. The award recognizes training programs that emphasizes a commitment to diversity. This is the second time Counseling and Psychological Services has been recognized by Palo Alto University.

7a. Division Learning Goal/Undergraduate Learning Goal Connection: Multicultural Competence and Active Citizenship

7b. Was this accomplishment a goal from 2015-2016? No

VII. 2016-2017 Department Goals: Please include minimum of four goals – 375 character limit per goal

1. Obtain reaccreditation from the International Accreditation of Counseling Services (IACS) to ensure services provided to the student population and campus community meet standards set. (Practical Competence/Life Skills)
2. Expand the services available to the students and campus community by enhancing the hours of operation for CAPS. (Multicultural Competence and Active Citizenship)
3. Enhance the services provided to the campus community by researching and implementing, as appropriate, innovative technology assisted services. Technology assisted services include TAO (Therapy Assistance Online) and/or RIO (Recognition, Insight Openness). (Leadership and Interpersonal Skills)
4. Enhance the peer mentor programs provided by CAPS to the campus community, which may include collaboration with various departments across campus. Peer programs include the Mental Health Ambassadors (MHA); Peers in Pride (PiP) with the Pride Center; and SpartaFit with Wellness and Health Promotion. (Multicultural Competence and Active Citizenship)
5. Implement assessment tools that clearly measure the Department’s Learning Objectives and student progress in counseling. (Healthy Living)

VIII. Messages from Students: Please include at least one message – 150 character limit per message. This section should provide testimonials from student participants with your department. Include information about when and how the student provided the message, (e.g. in an interview assessing first year experience, on a satisfaction survey from a particular event, during a focus group, etc.).

1. “I was extremely satisfied with the attentiveness and thoroughness of our sessions. My counselor was very open to any concerns that I might have about any area within my life, which I very much appreciated.” (Student Opinion of Counselor Effectiveness, Spring 2016)
2. “The workshop was very good and helped me learn a lot. I also got to actively participate when engaging in activities.” (Spartan Success Workshop evaluation, October 2015)

IX. Did You Know: Please include two information bytes to be included in a “Did You Know” section. These should be short, one sentence blurbs that shed light on the student experience - 150 character limit per byte. This section is intended to highlight something remarkable and/or unknown about the experiences students have or have the chance to engage with your department. For example, do students who participate with your department have higher GPAs/retention/4-year graduation than other students?

1. A total of 2507 students utilized Counseling and Psychological Services for personal and/or educational counseling during the 2015-16 Academic-Year.
2. The top five reasons students seek out personal counseling are anxiety, stress, depression, academic concerns, and concentration difficulties.

X. Resource Needs: What support or resources would be helpful to you as you continue your assessment processes? (Responses to this question will guide future practice for professional development and/or support of assessment within the Division.) Continued training on assessment with regular consultations on department goals, how they are being assessed, and where the process lies.

XI. Campus Partners (Individuals): Please list campus partners (individuals) outside of Student Affairs who should be thanked for contributing to the Division in a **SIGNIFICANT** way.

Last, First Name	Office/Department	Title	Email
XII. Prins, Annabel	Psychology	Professor	annabel.prins@sjsu.edu
Pizarro, Marcos	Mexican American Studies	Chair	marcos.pizarro@sjsu.edu
Sanchez, Itza	Mexican American Studies	Lecturer	itza.sanchez@sjsu.edu
Currey, Julia	Mexican American Studies	Associate Professor	julia.curry@sjsu.edu
Decena, Pete	University Police	Chief	pete.decena@sjsu.edu
Belcastro, Frank	University Police	Captain	frank.belcastro@sjsu.edu

Bruck, David	Graduate Studies	Associate Dean	david.bruck@sjsu.edu
Branz, Stephen	Undergraduate Studies	Associate Dean	stephen.branz@sjsu.edu
Kato, Cindy	Academic Advising & Retention	Director of SSC	cindy.kato@sjsu.edu
Shaw, Scott	Athletics	Coaching Specialist	scott.shaw@sjsu.edu
Laker, Jason	Counselor Education	Professor	jason.laker@sjsu.edu
Rivera, Rosa	YWCA Silicon Valley	Advocacy Manager	rrevuelta@ywca-sv.org
McClane, Amie	YWCA Silicon Valley	Director	amclane@ywca-sv.org
Williams, Jahmal	Peer Connections/Spartan Connect	Spartan Connect Coord.	jahmal.williams@sjsu.edu
Randle, Michael	College of Science	Lecturer	michael.randle@sjsu.edu
Murray, Susan	Sociology & Interdisc Soc Sci	Professor	susan.murray@sjsu.edu
Bryant, Shawna	Athletics Training Room	Athletic Trainer	shawna.bryant@sjsu.edu
Imura, Hisashi	Athletic Training Room	Athletic Trainer	hisashi.imura@sjsu.edu
Alexander, Laura	Athletic Training Room	Asst. Athletic Trainer	laura.alexander@sjsu.edu
Brown, Izzie	Nutrition, Food Science & Packaging	Lecturer	izzie.brown@sjsu.edu
Partridge, Rick	School of Management	Lecturer	rick.partridge@sjsu.edu
Green, Elna	Faculty Affairs	Associate VP	elna.green@sjsu.edu

XIII. Campus Partners (Offices/Departments): Please list departmental partners outside Student Affairs who should be thanked for contributing to the Division in a **SIGNIFICANT** way.

Office/Department/Agency	Contact Person	Email
YWCA Silicon Valley	Amie McClane	amclane@ywca-sv.org
Spartan Connect	Jahmal Williams	jahmal.williams@sjsu.edu
Academic Advising & Retention	Cindy Kato	cindy.kato@sjsu.edu
University Police Department	Pete Decena	pete.decena@sjsu.edu
Graduate Studies	David Bruck	david.bruck@sjsu.edu
Undergraduate Studies	Stephen Branz	stephen.branz@sjsu.edu
REACH	Sunny Wang	ywang@momentummh.org

XIV. Departmental Student Photos: Please send at least five high resolution photos with students attending events or activities sponsored by your department, utilizing your office space, etc. Photos should not be pasted into this document, but should be emailed to Romando Nash as an additional attachment.

*Departmental reports should not exceed **6 pages**. Please be descriptive, but concise.
Each department is welcome to include copies of assessment tools as supplementary documents.*

Annual Report submission deadline is June 15, 2016.

Please contact Romando Nash with questions.

Thank you!