

Psychological Services Program Review 2021

A. Program Information

1. Program Mission Statement

Please enter your mission statement here.

EDIT: Psychological Services and Personal Counseling offers all students a confidential, non-judgemental space to receive support from licensed professionals to promote wellness, success, and hope. We believe providing student-centered mental health services will help empower students become more resilient and thrive so they can achieve their goals as scholars, informed citizens, and engaged members of the workforce.

Psychological Services and Personal Counseling offers all students a confidential, non-judgemental space to receive mental health support from licensed professionals to promote wellness, success, and hope.

2. Program Level Service Area Outcomes

Please list the program level service area outcomes.

- A. Identification of Stressors: Students will identify and manage stressors which negatively impact their academic performance.
- B. Sense of Belonging: Students will describe ways in which Foothill provides a positive campus climate (e.g. sense of belonging).
- C. Stigma Reduction: Students will report decreased levels of stigma on mental health related issues.

EDIT:

A. Identification of stressors: Student will learn, identify, and understand stressors that negatively impact their academic performance and develop strategies to manage them.

B. Sense of belonging: Students will describe ways in which Foothill promotes and fosters a **positive campus climate** (e.g., sense of belonging).

C. Stigma Reduction: Students will describe and offer evidence on **decreased levels of stigma** on mental health related issues on campus.

*NOTE to readers: It's important to note that our department is different from academic departments in that we are working on improving behavior related constructs rather than didactic constructs; we feel the traditional taxonomy doesn't always apply to this work at the individual or population health level.

B. Service Area Outcomes #1: Identification of Stressors

1. Why is this outcome important?

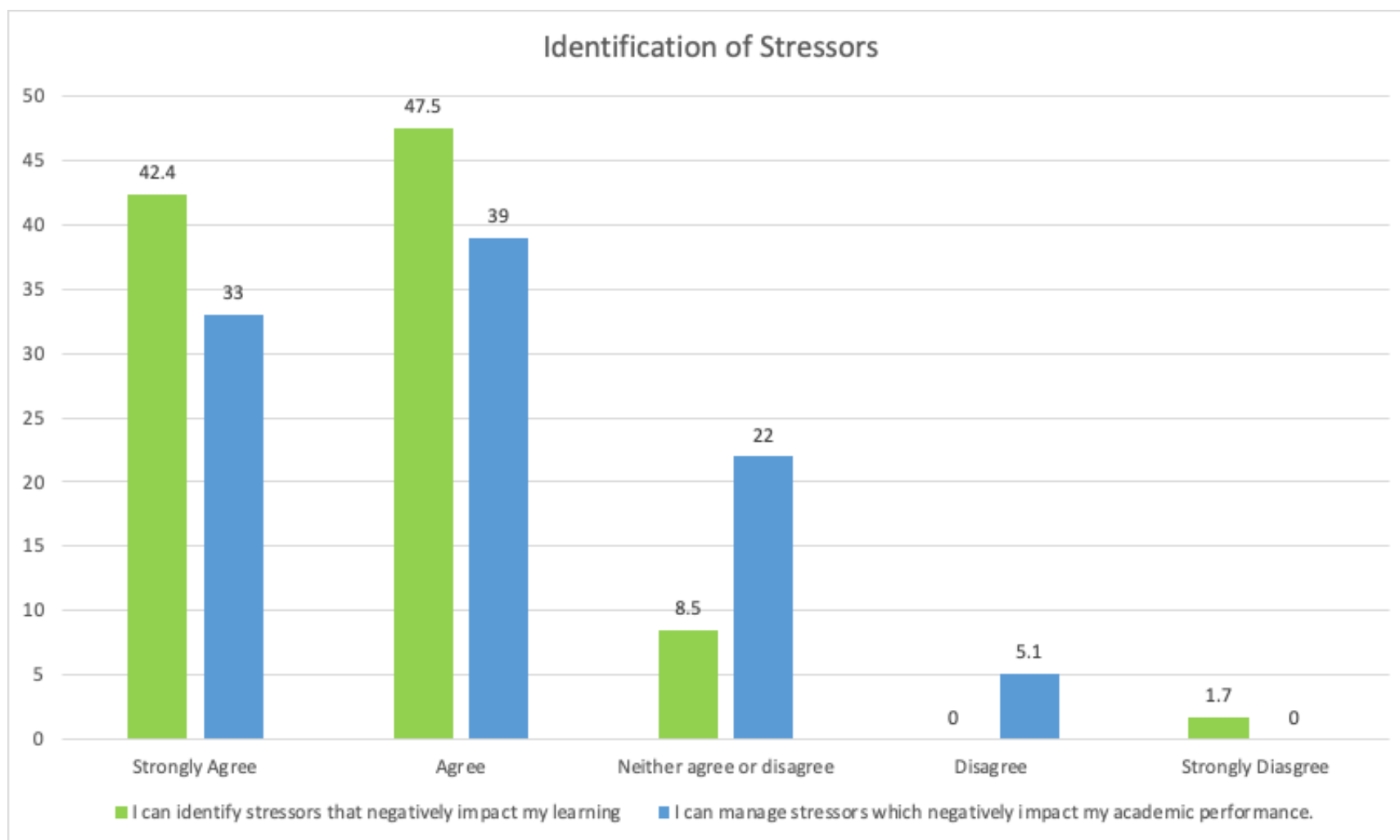
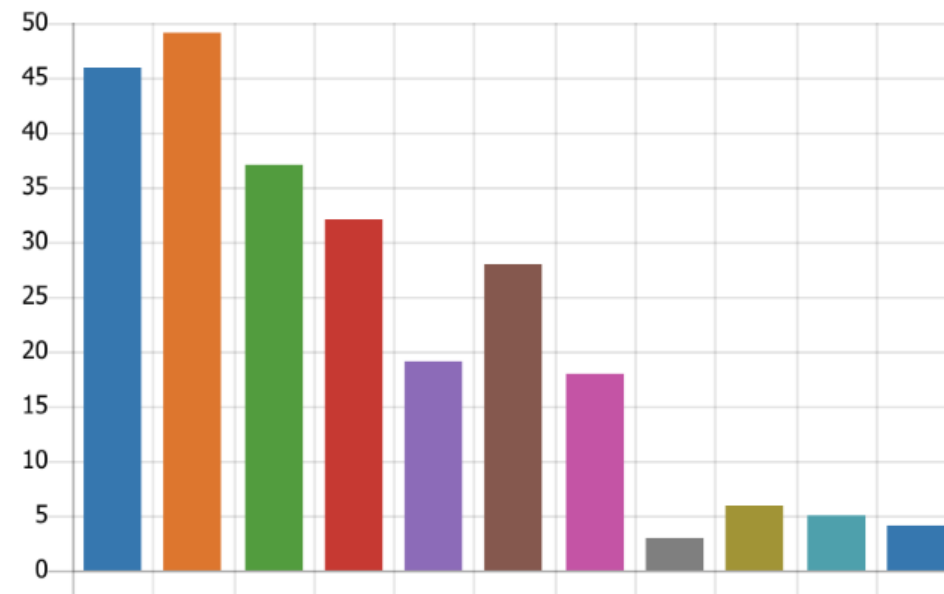
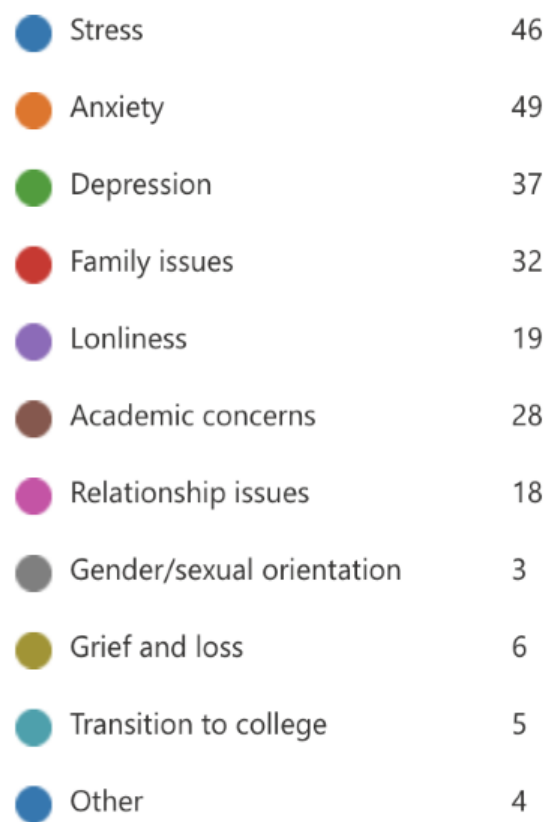
We define **stressors** as **events or conditions that are challenging for students to cope with**. One way to help students identify their stressors is asking them what brought them in for therapy on client satisfaction surveys. Answer choices include: stress, anxiety, depression, family issues, loneliness, academic concerns, relationship issues, gender/sexual orientation, grief and loss, and transition to college.

Individual sessions help students identify and manage their stressors and interventions in sessions utilized by students can lead to reduction in barriers to learning. Mental health and well-being are increasingly being recognized as an important element in the academic achievement of college students. Identification of stressors can indicate higher levels of help-seeking behaviors. These help seeking behaviors, also known as self-efficacy, is important because young people need to believe in themselves so that they can persist and build resiliency when things don't go as planned. Self-efficacy and identification of stressors is used in cognitive behavior therapy treatment which helps clients cope adaptively with stressful experiences. Identification of stressors and addressing them in counseling can increase greater resilience and lead to academic retention.

End of Therapy Survey, 2020-21.

2. What brought you in for therapy? Mark as many that apply.

[More Details](#)



These data are collected as students end their individual counseling/therapy services (N=59).

2. How will this outcome be measured?

The table above is from our *End of Therapy Survey* provided to students as they end individual counseling services. In 2020-2021, of the students who received the survey, we had 59 students return the survey (22%). Students are able to mark as many that apply for each stressor.

Our *End of Therapy Survey* also asks students how much they agree with the following questions: [1] "I can identify stressors that negatively impact my learning."; [2] "I can manage stressors that negatively impact my academic performance."

According to the data, the majority of students were able to identify stressors negatively impacting learning. However, according to the above data, many students initiate therapy for reasons other than academic stressors, which include *stress, anxiety, depression and family relationships*.

We will revise our *End of Therapy Survey* to more broadly measure ability to identify and address stressors in their lives.

We will also increase the number of participants surveyed by conducting surveys during a final session, and outreach of all students at the end of the quarter to complete the survey.

EDIT:

Our student satisfaction surveys, which are conducted at the end of each academic quarter, will include items to measure students' ability to learn, identify, and understand such stressors so that can develop strategies that will help them more likely to stay enrolled in their classes and persist.

3. In the table above, what does the data point indicate?

- Majority of students agree
- Majority of students disagree
- Majority of students neither agree nor disagree

4. Is there an action plan or next steps?

The goal for our department is to help students increase adaptive coping strategies to stressors. We are exploring ways to modify this outcome and revise it to: **Students will learn and implement effective coping strategies to stressors.** We can use the same data tool (End of Therapy Survey) and add the question: 1. How much do you agree with the following statement: [After my sessions, I have learned and/or implemented a way to cope with the stressors that brought me in for therapy.]

C. Service Area Outcomes #2: Sense of Belonging

5. Why is this outcome important?

We define a sense of belonging as **the degree to which Foothill students feel accepted and welcomed as part of the college community; it is the feeling, belief, and expectation that one fits in the group and is accepted by the group.**

Sense of belonging, as a construct, is one of the biggest predictors in students' ability to thrive in college. This is very much work that is worth pursuing on a population health level and at the individual service-delivery level.

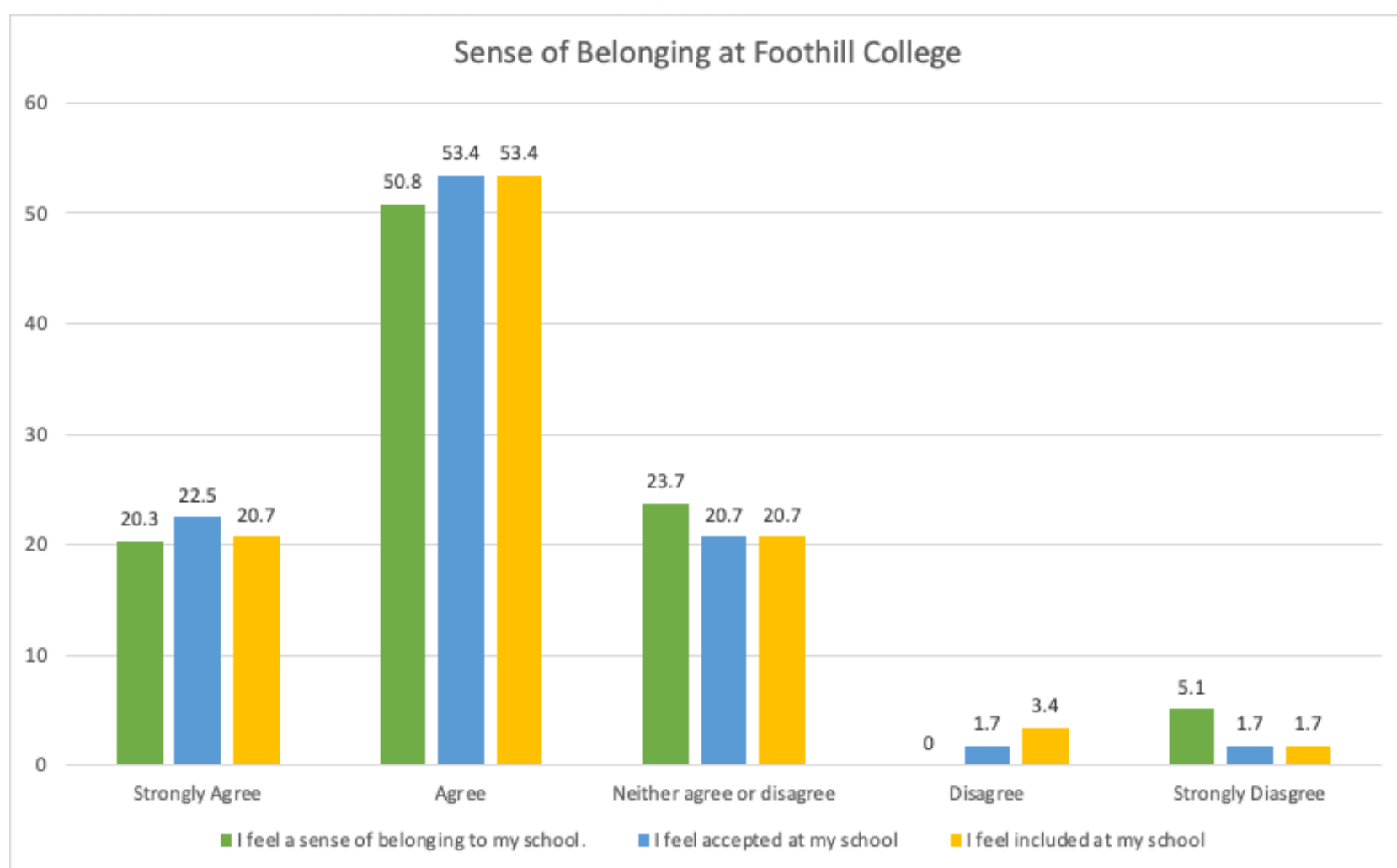
Psych Services is well-positioned to assume a leading role in providing a positive campus climate, but we also know that we need other departments on campus in this effort. Leading collegiate mental health advocacy organizations such as the Steve Fund and the Jed Foundation recommend that colleges and universities encourage collaboration across departments as a strategy to provide comprehensive mental health support, especially for underserved students and students of color. Student mental health issues require the attention and effort of the campus community because protective factors to prevent and mitigate mental illness such as promoting a sense of belonging and social connectedness are efforts based on the model of collective impact.

Healthy Mind Survey, Winter 2021.

Anti-racism



91% I believe my school actively works towards combating racism within the campus community



These data are collected as students end their individual counseling/therapy services (N=59).

6. How will this outcome be measured?

The Healthy Minds Survey [HMS] was administered Winter 2021, which measures campus climate. The HMS includes several measures on this, including: [1] an adapted version of the Perceived Cohesion Scale; [2] an adapted version of the Sense of Social and Academic Fit scale; [3] an adapted version of the Perception of Campus Climate scale; [4] anti-racism

We plan to use the data to help inform the design of our education and outreach efforts by both the Psych team and our student wellness ambassadors. Other departments such as the Office of Student Life and the Office of Equity and Inclusion can also use the data for programming efforts. We are looking to increase the sense of belonging among our students.

The HMS asked 870 participants at 11% of Foothill students if they agree with the following statement: "I believe my school actively works towards combating racism within the campus community." 91% of respondents stated they agree Foothill is working towards combating racism within the campus community.

The next table indicates responses to the questions; [1] I feel a sense of belonging to my school; [2] I feel accepted at my school; [3] I feel included at my school.

7. In the table above, what does the data point indicate?

- Majority of students strongly agree
- Majority of students agree
- Majority of students neither agree nor disagree
- Majority of students disagree
- Majority of students strongly disagree

8. Is there an action plan or next steps?

Psych Services will continue to emphasize creating a sense of belonging through outreach efforts and increasing our collaboration efforts between various learning communities. Creating a sense of belonging also connects with our other service area outcome of stigma reduction. When students feel more comfortable in their learning environment, they will feel more supported and encouraged to identify when help is needed and take steps to seek help. A sense of belonging allows educational risk taking, freedom to be honest and genuine about stressors or other barriers to learning. Psych Services efforts will continue to be creating social connection opportunities via outreach and stigma reduction events in collaboration with learning communities. Collaboration with faculty to provide outreach for students in their classes about how to access our services. We will continue to monitor results on our End of Therapy Survey and adjust outreach and collaboration efforts accordingly.

EDIT: For example, Pysch Services will guide programmatic guidance to student wellness ambassadors on expanding outreach efforts to create a more welcoming environment at Foothill as well as the department's office.

D. Service Area Outcome #3: Stigma Reduction

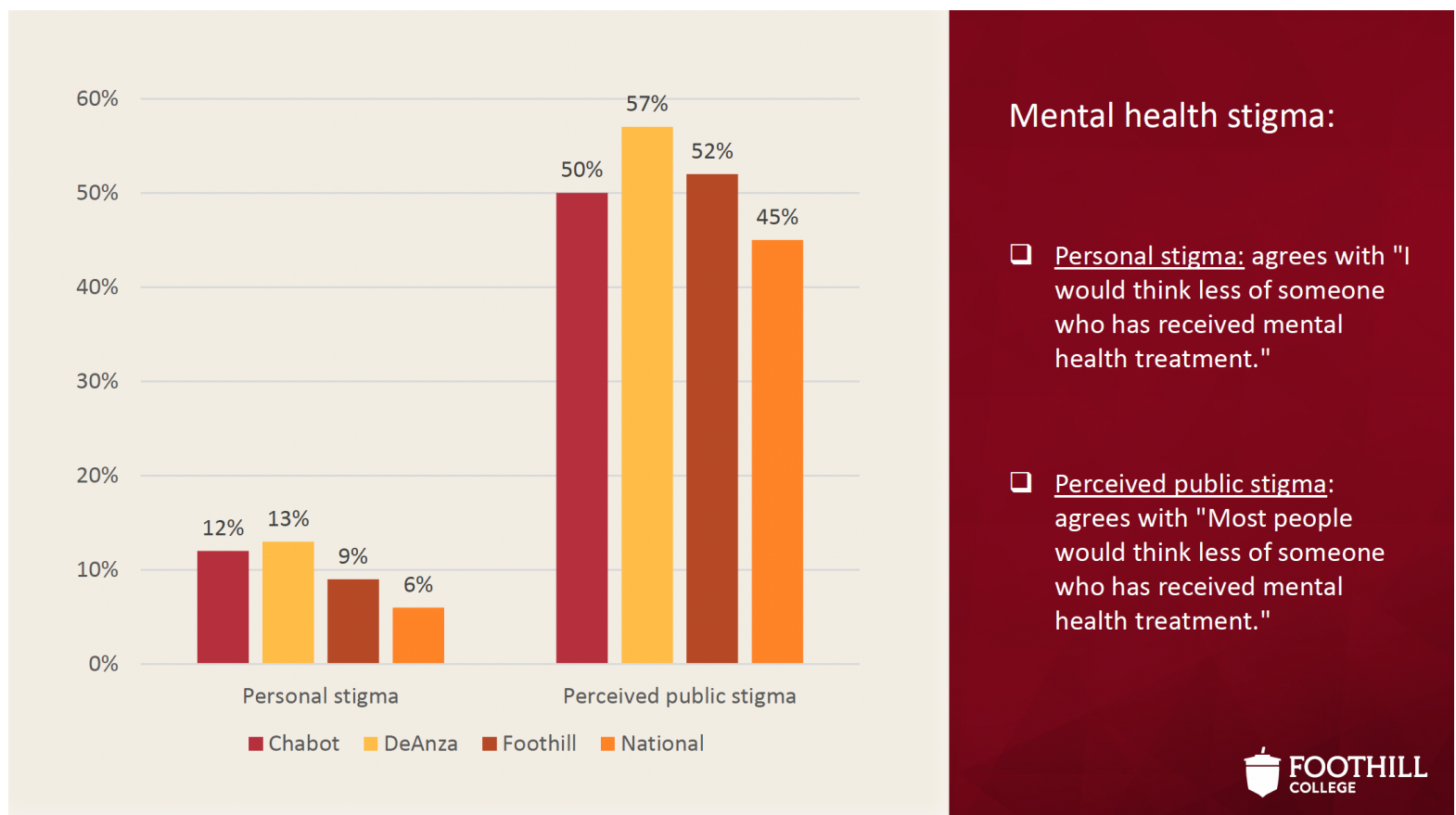
9. Why is this outcome important?

We define *stigma* as a **negative and usually unfair social attitude attached to a person or group or an idea such as mental health, which may lead to shaming individuals who may suffer from such challenges**. We then define **stigma reduction** as the concerted effort to reduce both perceived individual stigma and collective stigma associated with mental health and help-seeking behavior.

This is important for both the college and psych services to address stigma related to mental health so that we can create a campus culture where everyone feels accepted and welcomed regardless of their personal conditions such as mental illness. Reducing stigma associated with help-seeking behavior will also reduce the avoidance or delay of seeking help for mental health challenges.

Psych Services' role in providing stigma reduction is working with our student wellness ambassadors in carrying out educational campaigns on the benefits of help-seeking behavior. We also infuse mental health messaging in outreach efforts so students feel that they are not alone in experiencing mental health challenges.

Healthy Mind Survey, Winter 2021.



Mental health stigma:

- Personal stigma:** agrees with "I would think less of someone who has received mental health treatment."
- Perceived public stigma:** agrees with "Most people would think less of someone who has received mental health treatment."



(N=870)

10. How will this outcome be measured?

We use Healthy Minds Study results to highlight the proportion of students who report perceived and personal mental health stigma in order to help normalize conditions and attitudes. The HMS survey instrument contains a number of items measuring this.

Indicators of successful stigma reduction include: [1] increased utilization of personal counseling services; [2] increased attendance at mental health and wellness events; [3] increase in the number of faculty members who add mental health services language in their course syllabus and Canvas platform; [4] survey data indicating greater recognition of help-seeking behavior and reported reduction in personal and perceived stigma.

11. In the table above, what does Foothill data indicate compared to National data?

Students were asked if they agree with the statement, "I would think less of someone who has received mental health treatment."

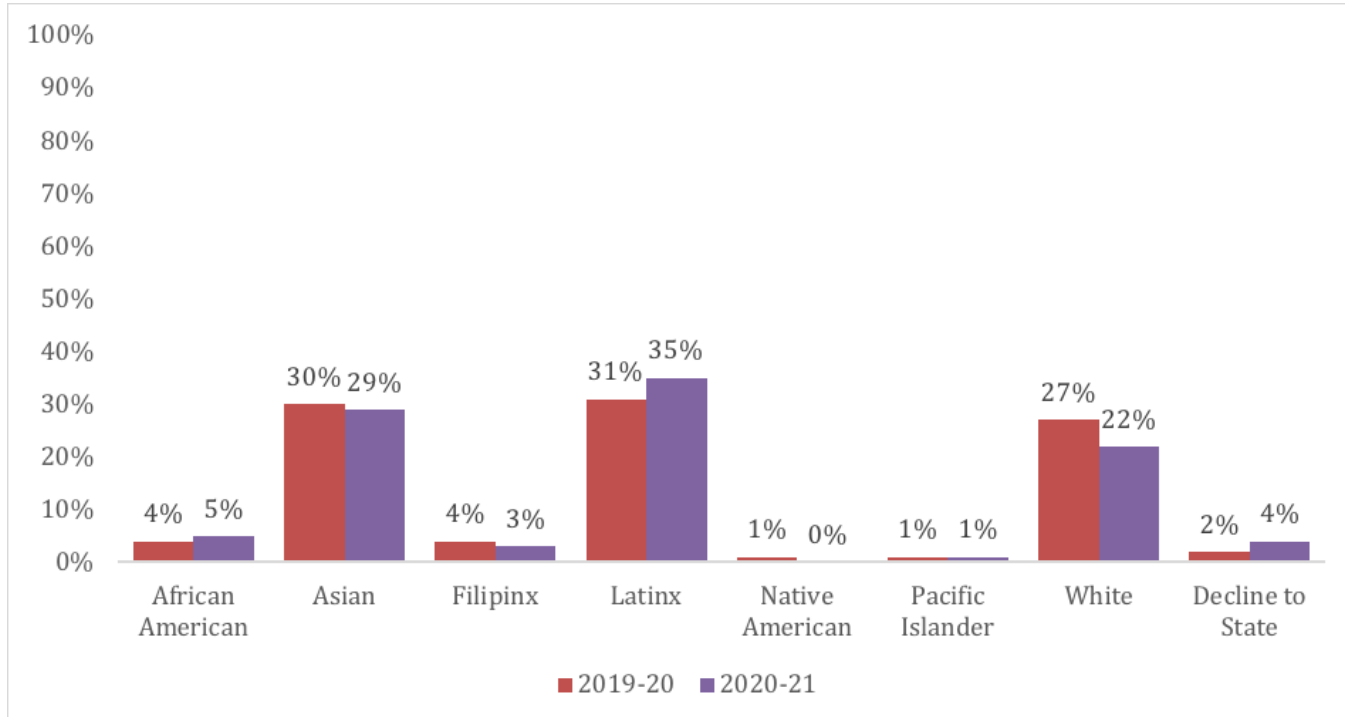
For Foothill students, 9% of students agree with this statement. Nationally, 6% of students agree with this student. This data indicates while Foothill students are perceiving less personal stigma than Chabot College or De Anza College, we are still above the National average. This can be due to cultural factors impacting many of our students perspective on mental health.

12. Is there an action plan or next steps?

We plan to use this data to help inform program planning efforts and messaging on wellness campaigns. The more conversations we have regarding mental health and addressing stigma via partnerships among learning communities including our BIPOC students, EOPS, Umoja, and Puente. Psych Services and our Wellness Ambassadors would also like to partner with student organizations such as the Psychology Club, Athletics, Honors, Mellon Scholars, ASFC and the Mental Health Task Force and ICC. Along with student organizations, Psych Services will maintain ongoing conversations with Marketing, Student Services Leadership, the Equity Department, and the Department of Instruction on campus. Such partnerships will allow for the needed messaging to integrate throughout campus to reduce the stigma of mental health.

E. Individual Sessions by Ethnicity

The chart below will demonstrate services used by ethnicity and gender.



13. In the data table above, what do the data trends indicate about the number of students who attended Psychological Services and Personal Counseling by ethnicity?

African American

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by African American students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by African American students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by African American students

Asian

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by Asian students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by Asian students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by Asian students

Filipinx

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by Filipinx students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by Filipinx students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by Filipinx students

Latinx

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by Latinx students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by Latinx students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by Latinx students

Native American

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by Native American students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by Native American students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by Native American students

Pacific Islander

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by Pacific Islander students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by Pacific Islander students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by Pacific Islander students

White

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by White students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by White students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by White students

Decline to State

- the data trend shows an increase in who attended Psychological Services and Personal Counseling by decline to state students
- the data trend shows a decrease in who attended Psychological Services and Personal Counseling by decline to state students
- the data trend shows no change in who attended Psychological Services and Personal Counseling by decline to state students

14. If the data trend shows an inequity in the number of students who attended Psychological Services and Personal Counseling, explain why. (Use a separate bullet point for each category).

Demographic factors influence the numbers of students who attend Foothill College and therefore receive our services. There are cultural barriers and stigma, historical factors which influence certain communities' level of distrust in the health and mental health care systems.

15. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students who attended Psychological Services and Personal Counseling by ethnicity?

- Yes
- No

16. If yes, describe the proposed actions for addressing disparities in who attended Psychological Services and Personal Counseling by ethnicity

Our primary goal for our department is to hire an additional faculty member to address mental health issues specific to our BIPOC students and assist with programming efforts . Efforts have included prevention, outreach, collaboration with faculty and speaking in their classes, partnering on shared events such as panels; collaboration with administration and student government.

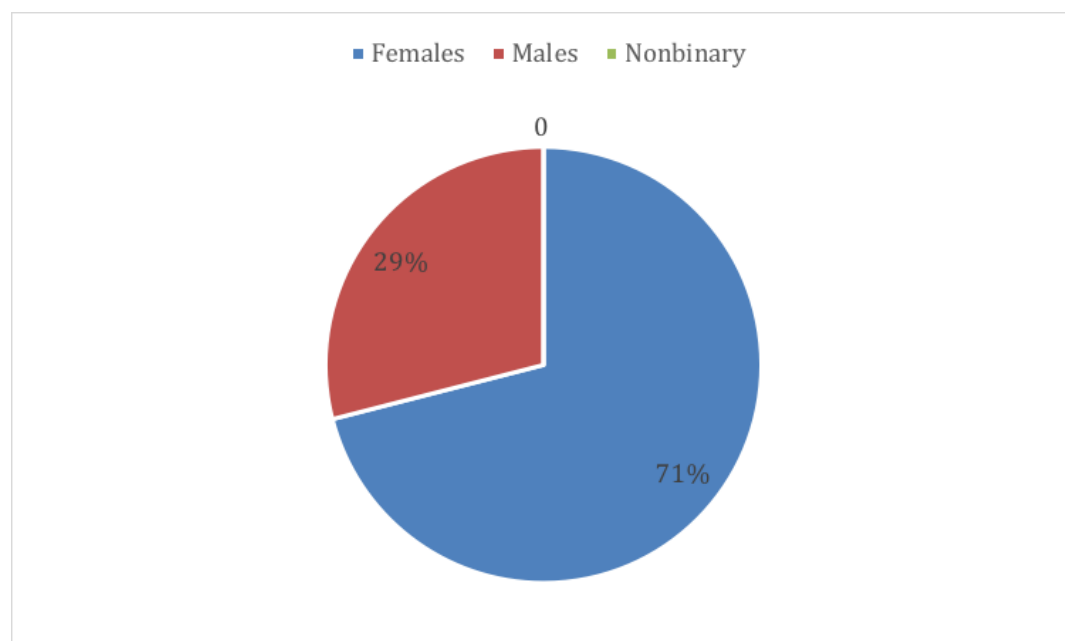
Future efforts include:

- Continuing to collaborate with faculty, marketing, online learning, deans, learning communities and ambassadors to continue outreach efforts to reduce stigma regarding mental health on campus

- Possible exploration of a peer advisor program
- Additional collaboration with
- Continue workshops, panels, speaking in classes and events to reduce stigma
- Challenges have been attendance partially due to covid-19 and Zoom fatigue and lower overall enrollment

F. Individual Sessions by Gender

The chart below will demonstrate services used by ethnicity and gender.



17. In the table above, what does the data point indicate about female and male attendance of Psychological Services & Personal Counseling?

The majority of students who register for psychological services are women.

18. Provide reasons that would explain the data point.

Historically, mental health stigma reinforced by culture, media and family conditioning discourage men from vulnerability and expression of emotion, which is what happens in counseling, therefore efforts regarding de-stigmatizing mental health is more crucial than ever among gender and culture.

19. If the data point shows a lack of gender parity in your program, what is the source of that disparity and what is the program doing/planning to do to address this?

Continued efforts of outreach, partnerships across campus and increased engagement from our wellness ambassadors. Consideration of a peer counseling program in addition to our wellness ambassadors.

G. Service Area Objectives Addendum

1. What are the service area strategic objectives for the coming year?

- 1. BIPOC student familiarity with our program, location, services offered**
- 2. Increased attendance to various events and workshops**

2. What is your implementation plan for the above-mentioned?

- 1. Increase BIPOC familiarity with our program, location, services offered**
 1. Continue execution of Black Lives Matter Action Plan stated on website
 2. Student ambassadors promoting wellness will provide classroom presentations.
 3. Students provide 2 classroom presentations per quarter (6 per year)
 4. Mapping student ambassadors to special programs. For example, student ambassadors will provide specific outreach to specific departments such as Umoja, Puente or EOPS by June 2022.
 5. Establish baseline BIPOC student participation and utilization of Wellness Tools via number of registrants and increase by 1% each following year.
 6. Revise website to provide resources for BIPOC students by creating a separate section
- 2. Increase attendance to events and workshops (by 5 students)**
 1. Primary initiatives include Outreach:
 2. Explore connect with faculty for Guided Pathways onboarding process or program maps: hyperlink or video embedded in onboarding process regarding events and services by end of June 2023
 3. Collaborate with online learning to embed canvas course events June 2023
 4. Collaborate with instruction to provide incentives for outreach June 2023

3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate.

No

4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate.

No

5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified?

There have been no citations or findings identified in accreditation, audits or reviews.

6. What barriers has the department faced in implementing improvement?

Regarding accreditation, there have been no citations or findings identified in audits or reviews.

H. Enrollment by Student Demographics

a. Enrollment by Gender

Enr Distribution by Student Demographics
 FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF072.

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	52	60%	45	50%	55	55%	49	56%	71	59%
Male	34	39%	44	49%	45	45%	35	40%	50	41%
Non-Binary	0	0%	0	0%	0	0%	1	1%	0	0%
Unknown	1	1%	1	1%	0	0%	2	2%	0	0%
Total	87	100%	90	100%	100	100%	87	100%	121	100%

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Male

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

2. If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why.

The data indicates an increase in both female and male enrollment in CNSL 72 in 2020-2021.

3. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2020-21 = 52% Female, 46% Male)

- Yes
- No

4. If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Our female population enrolled is (52/46) 59% and males 41%, which is higher for females and lower for males. This is consistent with the population seeking mental health services. One hypothesis regarding gender enrollment for CNSL 72 is the course content would require males to increase vulnerability and discuss personal topics which are stigmatized and shamed across their gender culturally, in the media, and within family dynamics. At this time we will continue to monitor this parity, no action needed at this time.

b. Enrollment by Ethnicity

by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	3	3%	6	7%	6	6%	4	5%	11	9%
Asian	24	28%	15	17%	24	24%	25	29%	17	14%
Decline to State/Unknown	7	8%	9	10%	3	3%	2	2%	5	4%
Filipinx	2	2%	3	3%	5	5%	3	3%	3	2%
Latinx	30	34%	31	34%	36	36%	24	28%	51	42%
Native American	0	0%	0	0%	0	0%	1	1%	1	1%
Pacific Islander	0	0%	1	1%	3	3%	0	0%	3	2%
White	21	24%	25	28%	23	23%	28	32%	30	25%
Total	87	100%	90	100%	100	100%	87	100%	121	100%

5. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates

- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline To State enrollment rates
- the data trend shows a decrease in the Decline To State enrollment rates
- the data trend shows no change and/or is flat in the Decline To State enrollment rates

6. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2020-21 = 5% African American, 27% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 5% Decline to State)

- Yes
- No

7. If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- African American: Increase by 4%
- Asian: Decrease by 13%
- Filipinx: Decrease by 3%
- Latinx: Increase by 14%
- Native American: no change
- Pacific Islander: Increase by 1%
- White: Decrease by 4%
- Decline to state: Decrease 1%

If our Asian rates continue to decline, we can continue to monitor over the next 5 years. No action needed at this time.

8. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- Yes
- No

9. If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

I. Course Success by Student Demographics

a. Course Success by Gender

2020-21								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	59	83%	6	8%	6	8%	71	100%
Male	33	66%	5	10%	12	24%	50	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	0	N/A	0	N/A	0	N/A	0	100%
All	92	76%	11	9%	18	15%	121	100%

2019-20								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	40	82%	3	6%	6	12%	49	100%
Male	25	71%	7	20%	3	9%	35	100%
Non-Binary	0	0%	1	100%	0	0%	1	100%
Unknown	2	100%	0	0%	0	0%	2	100%
All	67	77%	11	13%	9	10%	87	100%

2018-19								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	47	85%	4	7%	4	7%	55	100%
Male	38	84%	4	9%	3	7%	45	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	0	N/A	0	N/A	0	N/A	0	100%
All	85	85%	8	8%	7	7%	100	100%

2017-18								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	37	82%	6	13%	2	4%	45	100%
Male	33	75%	9	20%	2	5%	44	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	1	100%	0	0%	0	0%	1	100%
All	71	79%	15	17%	4	4%	90	100%

2016-17								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	42	81%	6	12%	4	8%	52	100%
Male	26	76%	6	18%	2	6%	34	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	0	0%	0	0%	1	100%	1	100%
All	68	78%	12	14%	7	8%	87	100%

10. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

11. If the data trend shows increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why.

We see little change over time regarding course success rate, however we will continue to monitor the data to determine if future action is necessary. No action needed at this time.

12. Do the data suggest revisions are necessary to improve female, male or nonbinary student course success percentage rates?

- Yes
- No

13. If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

At this time, we will monitor course success across genders. At this time we do not attribute course success due to gender identity. We will collaborate with IRP during the program review period to discuss strategies as we monitor the course success across genders from now until the next review period.

b. Course Success by Ethnicity

Success Rates by Ethnicity
 FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF072.

2020-21								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	7	64%	1	9%	3	27%	11	100%
Asian	13	76%	3	18%	1	6%	17	100%
Decline to State/Unknown	4	80%	1	20%	0	0%	5	100%
Filipinx	3	100%	0	0%	0	0%	3	100%
Latinx	40	78%	4	8%	7	14%	51	100%
Native American	0	0%	0	0%	1	100%	1	100%
Pacific Islander	2	67%	0	0%	1	33%	3	100%
White	23	77%	2	7%	5	17%	30	100%
All	92	76%	11	9%	18	15%	121	100%

2019-20								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	4	100%	0	0%	0	0%	4	100%
Asian	21	84%	2	8%	2	8%	25	100%
Decline to State/Unknown	2	100%	0	0%	0	0%	2	100%
Filipinx	2	67%	1	33%	0	0%	3	100%
Latinx	17	71%	4	17%	3	13%	24	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	20	71%	4	14%	4	14%	28	100%
All	67	77%	11	13%	9	10%	87	100%

2018-19								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	5	83%	1	17%	0	0%	6	100%
Asian	20	83%	2	8%	2	8%	24	100%
Decline to State/Unknown	2	67%	0	0%	1	33%	3	100%
Filipinx	5	100%	0	0%	0	0%	5	100%
Latinx	28	78%	4	11%	4	11%	36	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	3	100%	0	0%	0	0%	3	100%
White	22	96%	1	4%	0	0%	23	100%
All	85	85%	8	8%	7	7%	100	100%

2017-18								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	5	83%	1	17%	0	0%	6	100%
Asian	15	100%	0	0%	0	0%	15	100%
Decline to State/Unknown	8	89%	0	0%	1	11%	9	100%
Filipinx	2	67%	0	0%	1	33%	3	100%
Latinx	22	71%	8	26%	1	3%	31	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	0%	1	100%	0	0%	1	100%
White	19	76%	5	20%	1	4%	25	100%
All	71	79%	15	17%	4	4%	90	100%

2016-17								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	1	33%	0	0%	2	67%	3	100%
Asian	19	79%	5	21%	0	0%	24	100%
Decline to State/Unknown	7	100%	0	0%	0	0%	7	100%
Filipinx	2	100%	0	0%	0	0%	2	100%
Latinx	22	73%	5	17%	3	10%	30	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	17	81%	2	10%	2	10%	21	100%
All	68	78%	12	14%	7	8%	87	100%

14. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African American

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline To State course success rates

- the data trend shows a decrease in the Decline To State course success rates
- the data trend shows no change and/or is flat in the Decline To State course success rates

15. If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each. (address each ethnic group by bullet point)

- African American: more students withdrew
- Asian: 2 students didn't complete and 2 students withdrew the past 2 years.
- Filipino: 1 student didn't complete in the past 5 years.
- Latinx: more students withdrew the past 2 years. Possibly due to COVID related issues
- Native American: no change
- Pacific Islander: Increase by 1%
- White: Decrease by 4%
- Decline to state: Decrease 1%

16. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- Yes
- No

17. If yes, describe the reasons for the gap in course success.

We will continue to monitor this gap in completion. At this time, we feel COVID is a factor to course completion among all ethnic groups.

18. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

19. If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity

We will re-examine the data in the next 2-5 years to address ethnicity data as COVID stabilizes.

c. Course Success by Student Group

Course Success by Race/Ethnicity
 FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF072.

Course Success for African American, Latinx, and Filipino Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	25	71%	29	73%	38	81%	23	74%	50	77%
Non Success	5	14%	9	23%	5	11%	5	16%	5	8%
Withdrew	5	14%	2	5%	4	9%	3	10%	10	15%
Total	35	100%	40	100%	47	100%	31	100%	65	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	43	83%	42	84%	47	89%	44	79%	42	75%
Non Success	7	13%	6	12%	3	6%	6	11%	6	11%
Withdrew	2	4%	2	4%	3	6%	6	11%	8	14%
Total	52	100%	50	100%	53	100%	56	100%	56	100%

20. In the data table above, what is the observed trend for course success rates for African American, Filipino, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

21. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

22. In the data table above, is there a course success gap between African-American, Latinx, Filipino student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- Yes
- No

23. If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased or decreased.

there is a 2% gap in 2020-2021. We will continue to monitor course success.

24. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipino student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- Yes
- No

25. If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

We will continue to monitor course success and the gap. The percentage yields 1 student between years, so we will continue to monitor.

26. Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Feedback is indicated by **Edit** in each section.

A: Program information: **A sentence was added to the mission statement to better align with the college's mission statement and address the criteria deemed missing: describes the programs' aspirational goals for the future and what the program hopes to achieve**

Program learning outcomes: **Program learning outcomes have been slightly revised to expand on higher-order thinking skills that reflect more of a process of engagement rather than mastery.**

B: Service Area Outcome #1: Identification of Stressors. 1. Why is this outcome important? **Revised outcome to expand on higher-order thinking skills**

2: How will this outcome be measured?: **Revised outcome statement based on reviewer #2's comments**

4. Is there an action plan or next steps?: **We have revised the wording of learning outcomes to include multiple levels of learning acquisition and skill development. The proportion of students who reported not being able to identify or manage stressors is minimal. In personal counseling work, self-awareness and the ability to identify behaviors that may be counterproductive are essential elements of the continuum of care approach.**

The client satisfaction survey is only administered to students who utilized services; we do not have the ability to compare that data to those who have not sought help because we have not way of parsing out those students in population health surveys like the HMS.

Our college health fee policy states that all students pay the health fee, regardless of the number of credits. <https://foothill.edu/reg/cashier/#healthfee>

Education Code Title 5 states that it's up to districts to charge noncredit students. We use Banner to determine eligibility based on payment of the health fee. Action taken to clarify on website.

6. How will this outcome be measured?: **Added one action item to meet standards**

7. **We are unable to make any changes to the Healthy Minds Study survey, and since we have only administered the survey once, we are unable to report on any trend data.**

8. Is there an action plan or next steps?: **The 870 students were from a sample that included all enrolled students during Spring 2021; students voluntarily responded to the survey. Because the survey instrument is a validated tool that is used across many campuses throughout the country, we are unable to revise it to meet a narrower scope. In response to reviewer's comments about looking at demographics of those who responded "yes" to the statement – we do have the original raw data file, but unfortunately, our department does not have capacity to conduct further analysis of the data set.**

D. Service Area Outcome #3: Stigma Reduction

12. Is there an action plan or next steps?: **The Healthy Minds Study survey did in fact collect both personal and public stigma. However, we only reported on personal stigma. The survey instrument is actually quite comprehensive. However, we did not share all of the data results in this program review. We also recognize that constructs on reducing stigma are hard to measure and takes a long time to make considerable impact, but Psych Services will do all that we can to contribute to this societal-level issue and understand that other departments can contribution to such efforts. Lastly, we plan on administering the HMS survey in subsequent years to generate trend level data.**

E. Individual sessions by ethnicity

Response to question "What per-existing research is used to support statements such as "There are cultural barriers and stigma, historical factors which influence certain communities' level of distrust in the health and mental health care systems.":

Several studies have conducted research to determine disparities in mental health and healthcare. It's unclear if those studies need to be cited here in program review or if this was a general question. Psychological Services and Personal Counseling is dedicated to reducing stigma of mental health and uses current research to determine action steps. Our department will be providing an encore of our presentation, "We've got your back. Reducing mental health stigma among communities of color" during Fall 2022 Opening Day, where we discuss researched cultural barriers and mental health stigma, including general distrust of health care systems among communities of color.

Collaboration with Marketing initiated ongoing (these are great ideas!)

F. Individual Sessions by Gender

19. If the data point shows a lack of gender parity in your program, what is the source of that disparity and what is the program doing/planning to do to address this?

Response to question: How (if at all) does the data of the college's non-binary population affect the analysis of this data?

The data regarding our non-binary population may point us to possible attention towards programming for our LGBTQIA+ students which our department currently provides support for.

Response to question: What does "efforts of outreach" for this program entail? **Answered under G: Service Area Outcomes Addendum**

16. If yes, describe the proposed action items for addressing disparities in who attended Psychological Services by ethnicity

G. Service Area Outcomes Addendum

5. What actions has the program taken to address the accreditation, auit...etc: **Added comments. Our program does not need to take action at the time regarding audits as there are no citations to report.**

Regarding questions these were answered in our SAO section of the template. We would like to collaborate with the counseling department in a greater capacity and that has been added to our goals.

Summer suggestions noted.

Collaboration with guided pathways, marketing, and the counseling department has begun Spring 2022.

I. Student Course Success

13. Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary

Added comments/narrative regarding data. This section was unintentionally left blank.

This form is completed and ready for acceptance.