Psychological Services Program Review

Rubric Evaluation	Leticia Serna (Same Division Faculty)	Jeff Schinske (Faculty At-Large)	Janie Garcia (Staff At-Large)	Laurie Scolari (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	N/A	I really appreciate the conciseness of this mission statement and how compelling and powerful it is in spite of being concise. The rubric requests that the statement also be aligned with the college mission statement (https://foothill.edu/president/mission.html) and that it describes future/ aspirational goals. Since I did not see those features in the statement, it might need an additional sentence or two to provide that information.	Overall, I felt there was a lack of explanation--or desire to explain--some of the data drawn regarding student success. If there is a lack of this knowledge due to an absence of analysis, that explanation would have been better than nothing. I appreciate concise responses; however, I felt the information/details given was/were lacking.	
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard	

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Reader Feedback	Though overall PL-SAOs meet the standard how will the program assess for C. Stigma Reduction: Students will report decreased levels of stigma on mental health related issues.	The rubric requests that multiple levels of thinking be assessed, including higher-order thinking skills (e.g., higher order Blooms skills). The current SAO's are all worded as requiring students to identify/ describe various factors, which are technically lower-order processes. That said, I personally think these SAO's seem appropriate and important, given the work of Psychological Services. My rating only reflects the technical requirements of the rubric.	The outcomes could use some scaffolding. For example, the outcome of "manage stressors..." is too grandiose and can be interpreted as mastery. The CNSL 72 course description has a more realistic/ achievable description that might help: "Learn, practice, and understand effective coping strategies to promote self-awareness, personal wellness, and academic success." In regard to the AO of, "Stigma Reduction," the only tool for measurement your study refers to is the HMS questionnaire. I would like to know more about how the department uses the HMS as a follow-up data collection tool for students who have already completed the questionnaire.	

B. Service Area Outcomes #1: Identification of Stressors

1. Why is this outcome important?

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
2. How will this outcome be measured?				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	
3. In the table above, what does the data point indicate?				
Overall, in this section:		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	
4. Is there an action plan or next steps?				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	*We will revise our End of Therapy Survey to more broadly measure ability to identify and address stressors in their lives.* How many student were given the End of Therapy Survey? Is there a pre-	I really appreciated the data collection efforts and the reflections provided by Psychological Services. Nice job! A few things stood out to me... 1. The provided data seem to slightly contradict the	As indicated in my comments for the study overall, some additional information is needed to truly assess whether the standard is being met for each section. My notes/ideas/questions are as follows:	

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	therapy survey given to students? this may help better assess learning and personal gains the students make. Although student may initiate therapy for things other than "academic stress", students have stress - regardless of where it may come from it inevitably will impact academic success. Definition of or examples of what the terms mean. Particularly from a cultural perspective some students may not have words to identify what they are feeling. ESLL students in particular may not be on the same page with the terminology used. What is the difference between learning and academic success? Is this clearly explained? Learning styles impact academic success - how is this clarified for the student?	assertions regarding this SAO. In particular, the assertion seems to be that, if students can identify stressors, then students will be able to manage stressors. However, I'm not sure whether pure identification leads to effective management strategies. Further, the bar graph seems to suggest otherwise. While it seems like the vast majority of students can identify stressors, many of those same students seem to feel less strongly about whether they have management strategies. This might motivate a slight rewording of the SAO. Is the ability to identify stressors really a critical outcome? What is the relationship between identification and management? 2. As program leaders note, the response rate to the surveys were quite low. The authors propose	-Note: My understanding is that non-credit students are not eligible for FH's Psych Services because you have to be enrolled in at least 1credit. This should be considered when using the words "all students" in the program's mission statement. -Question: Does the program offer a campus-wide survey (for students)? My understanding is that the survey used for measuring this AO is for students who have sought help. Does the department compare that data to the data around mental health and stressors of those who have not sought help? -Question: In addition to giving the survey at the last session, is the program researching other tools for collecting data? It seems as though surveys--no matter which department gives them--produce little results, so I'm curious if that is another factor to	

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| | | some ways to boost participation, but I wondered whether they could ask students to complete the surveys immediately at the conclusion of the psychological counseling sessions.

3. These data were all collected after sessions were completed (e.g., post-assessment). Since there were no baseline data, it's unclear what the impact was of the sessions. Is there some way to have an "intake survey" that could be a form of pre-assessment? I'll say from personal experience, that Kaiser makes me do this both before and after every psychological counseling session I have with them. Of course, I don't know if that's perhaps undesirable...Kaiser certainly doesn't always do things the right way! | consider when improving data collection. | |

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C. Service Area Outcomes #2: Sense of Belonging				
5. Why is this outcome important?				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	
6. How will this outcome be measured?				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
7. In the table above, what does the data point indicate?				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
8. Is there an action plan or next steps?				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback	"We plan to use this data to help inform program planning efforts and	I think the description of this outcome includes a typo. At one point it	The HMS for this AO seems to have been the tool used to measure the data that	

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	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	describes "undeserved" students, but I think that's meant to say "underserved" students. I really love the use of validated instruments/ scales here! However, I was very unclear on the collection and analysis of the data. The narrative indicates that 870 participants were surveyed, but I'm not sure how those individuals were identified or when/how/with whom the program would like to see this survey used in the future. Additionally, it appears the figure includes a histogram describing the responses to a few items in the survey. Since the survey seems to include validated scales, the analysis should probably be done using composite scores within each instrument sub-scale (not just by individual items). Finally, it wasn't clear to me to what extent this issues are really under the	led to the rationalization of this AO. It is unclear as to how it will be used as a follow-up data tool for students who have already taken it. My assumption is that I need more information to understand how the standards for this AO are being met. I also have one question: Do we know the demographics for the students who responded yes to the statement: "I believe my school actively works towards combating racism within the campus community."? For this statement in particular, representation most certainly matters.	

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	reduce the stigma of mental health." Working with the above named campus groups only those students who participate may be accounted for and may not accurately reflect student needs, only those informed. Perhaps also working with the Counseling Division and offering the messaging through them a broader segment of students could be gathered. At one time the Counseling Division and Psyc Services were more connected and worked in tandem - it behoove the programs to address this and reconnect.	control of the program. I think sense of belonging is extremely important - perhaps more important than anything else! - but it's a really complex construct that is likely informed by a bunch of things outside the program's control. Perhaps the program needs to identify a more narrow goal? Like an increase in sense of belonging in the mental health support community at Foothill?		

D. Service Area Outcome #3: Stigma Reduction

9. Why is this outcome important?

| Overall, in this section: | The narrative includes all 5 of the criteria - Meets the Standard | The narrative includes all 5 of the criteria - Meets the Standard | The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard | |

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10. How will this outcome be measured?				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
11. In the table above, what does the data point indicate?				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
12. Is there an action plan or next steps?				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback		The evidence collected here seems to come from the same source as the evidence for the prior SAO. As such, I'm still a little unclear how/from whom/when these data were collected. The program seems to address one set of data points (personal stigma)	Again, there is too little information given to conclude that these standards have been met for this AO. While, the HMS questionnaire has proved to be a valuable tool in measuring data that rationalizes this AO, I still do not understand how it will be used as a follow-up	

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		but not the other (perceived public stigma). I wonder if the perceived public stigma might be even more important here. It seems that nationwide, students are averse to agreeing with the personal stigma prompt. That sort of makes sense, since it would require students to agree that they're willing to stigmatize another individual. The 2nd prompt allows students to put the "blame" for the stigma on others, which might be more comfortable for them, even if they indeed might be prone to stigmatizing such folks. That second set of data shows Foothill higher than the national average and also higher than Chabot (though whether this is a "significant" difference, I don't know). This makes me wonder whether there are any other ways to identify whether students seeking mental health support do or don't feel	data measuring tool, especially to achieve the goal of 'students reporting a decrease of stigma on mental health.'	

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		stigmatized for doing so. Can this be assessed surrounding actual sessions? I was also interested in more detail in what the program is doing to address stigma. The proposed actions seem to surround the "ambassadors" program and outreach efforts. How do those efforts address stigma? What strategies are being used there? Is this also addressed during sessions with students once they engage with the program?		
E. Individual Sessions by Ethnicity				
What do the data trends indicate about the number of students who attended Psychological Services and Personal Counseling by ethnicity?				
African American	Participation has increased over the time span - Excellent	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has increased over the time span - Excellent	

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Asian	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Filipinx	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Latinx	Participation has increased over the time span - Excellent		Participation has increased over the time span – Excellent	
Native American	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has increased over the time span - Excellent	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Pacific Islander	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
White	Participation has decreased over the time span by no more than 4 percentage points - Needs	Participation has decreased over the time span by more than 4 percentage points - Needs	Participation has decreased over the time span by more than 4 percentage points - Needs	

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	Some Improvement to Meet the Standard	Major Improvement to Meet the Standard	Major Improvement to Meet the Standard	
Decline to State	Participation has increased over the time span - Excellent	Participation has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Participation has increased over the time span - Excellent	

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).

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Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	

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

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Overall, in this section:		The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback	"Demographic factors influence the numbers of students who attend Foothill College and therefore receive our services. There are cultural barriers and stigma,	In total, I do not see any major issues here. However, I had to rate a few things low on the rubric, because 1. Some of these trends are technically "flat" according	My notes/ideas/questions are as follows: -Question: What preexisting research is used to support statements such as, "There are cultural barriers and	

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	historical factors which influence certain communities' level of distrust in the health and mental health care systems. 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." Lots of questions here as well as missing information: On PR #15-118 not answered; where and how have they determined the "cultural barriers/stigma". What additional equity training may be in order for the department to also address some of what they may perceive as barriers?	to the rubric, but the program rates them as increasing or decreasing. This gives the appearance that the trends don't match what the program has asserted. 2. The factors described as explaining these trends are largely outside of the program's control (e.g., demographic trends, historical factors, enrollment declines, COVID) which the program by definition cannot control). Of course, I understand why the program is discussing those factors.	stigma, historical factors which influence certain communities' level of distrust in the health and mental health care systems."? -Question/Idea: (Regarding outreach) Has the program used/considered using the college's social media, podcast, or embedded Psych Services information in general FH marketing? (Please reach out to the Outreach and Marketing teams if you have questions about these types of opportunities, as we use and design them frequently.)	

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F. Individual Sessions by Gender				
17. In the table above, what does the data point indicate about female and male participation of Psychological Services & Personal Counseling?				
Overall, in this section:	The difference between the genders/sex is greater than 31% - Needs Major Improvement to Meet the Standard	The difference between the genders/sex is greater than 31% - Needs Major Improvement to Meet the Standard	The difference between the genders/sex is between 11% to 20% - Meets the Standard	
18. Provide reasons that would explain the data point.				
Overall, in this section:		The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	
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?				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback	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	It might be helpful to showcase the campus-wide gender proportions alongside the Psychological Services gender proportions to show how big the disparity is between men	Again, there is too little information given (or what is given is too vague) to conclude that these standards have been met for this AO. My notes/ideas/questions are as follows:	

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	efforts regarding de-stigmatizing mental health is more crucial than ever among gender and culture. 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.	participating on campus vs. men participating in Psychological Services. Also, I noted that the data seem to assess "males," "females," and "nonbinary." The terms male and female refer to sexes (e.g., chromosomes, gonads, genitalia, etc.), not genders. Nonbinary, on the other hand, is a possible gender. I assume that male should be man and female should be woman in these data?	-Question: How (if at all) does the data of the college's non-binary population affect the analysis of this data? -Question: What does "efforts of outreach" for this program entail?	

G. Service Area Outcomes Addendum

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

Overall, in this section:	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses 2 or fewer of the criteria - Needs Major Improvement to Meet the Standard	

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

Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	

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3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate	N/A	N/A	N/A	
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	N/A	N/A	N/A	
5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified.				
Overall, in this section:	N/A	N/A	N/A	
Reader Feedback		Many of the questions above were not applicable to this program. I thought the strategic objectives and implementation plan were nicely articulated. The only question I have is whether it's ambitious enough to only aim for 2 student presentations to classrooms per quarter. Perhaps those presentations are more	This section also lacks detail. There are no explicit actions, ideas, or goals outlined. And if aid from the district or other departments is needed, that is not made clear. My notes/ideas/questions are as follows: -Question & Idea: What tools/strategies have been identified to aid in increasing familiarity with	

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		involved than I'm imagining, but that seems like a really modest goal.	the program amongst BIPOC students? E.g.: efforts to reach students in languages other than English. Has the program collaborated with FEI, or collaborated on curriculum for classes such as NCEL 400: Bridge to College, and other counseling classes? -Question: What efforts are done during summer? -Idea: Please get/stay involved with the website redesign being conducted by Marketing and Guided Pathways. We want to ensure all needs are met of our students AND departments/programs. -Question: If you need help implementing new outreach and marketing ideas, please reach out to those departments. There is much experience within these teams at our college that we are willing to share.	

H. Enrollment by Student Demographics

a. Enrollment by Gender

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2. Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
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)**	The difference between the gender/sex is between 21% to 30% - Needs Some Improvement to Meet the Standard	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the gender/sex is between 11% to 20% - Meets the Standard	
4. What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback	There are **4% more male students than female students** enrolled at Foothill College with a gender ratio of 51% men to 49% women	I do not find that any improvement is needed. I think the program correctly identifies certain factors outside of their control that impact the statistics.	If the overall program's goal is to reduce stigma surrounding mental health, I do not understand how no action is currently needed for the enrollment disparity between females and males for CNSL 72.	

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b. Enrollment by Ethnicity				
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, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)**	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	
7. Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
9. Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included	

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Reader Feedback	N/A	I do not believe that any improvement is needed in the above. I was forced to choose some "low" ratings due to the way the rubric is constructed, but I think the program's work here is fine. The only trend I think might be "real" here (e.g., statistically significant) is the increase in Latinx participation. That's fantastic! I suspect all the other "trends" are just random wiggles in the data. No changes needed!	Lacking information.	
I. Student Course Success				
a. Student Course Success by Gender				
What does the data indicate about course success?				
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	
Male	Course success has decreased over the time span by no more than 4 percentage points - Needs	Course success has been flat or decreased over the time span by no more than	Course success has decreased over the time span by more than 4 percentage points - Needs	

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	Some Improvement to Meet the Standard	2 percentage point - Meets the Standard	Major Improvement to Meet the Standard	
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the	

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

Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	

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

Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included	
Reader Feedback	N/A	No changes needed above. I'm also including some notes here about Section b below (success by ethnicity) because for some reason there's no text box for me to use after that section. The sample sizes are so low for these analyses by ethnicity that I don't think any	This may be a mathematically incorrect opinion, but I believe the non success percentage of non-binary students changing from N/A to 100% to N/A should be regarded more seriously, which is why I indicated the standard was not met. I reject the idea that no	

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		meaningful conclusions can be reached. The success rate percentages jump around wildly from year to year, because just one or two more students passing can amount to an enormous proportion of the total in that group. If looking at absolute trends, I disagreed occasionally with the program's interpretation of the data (e.g., Asian success rates seem to be pretty stable to me, not going up), but again, I don't think much can be meaningfully taken away from the data either way. Because no trends can be meaningfully observed, or because the trends seem to be desirable (e.g., elimination of equity gap), the program did not provide much narrative. I wasn't sure whether to check that the narrative was absent (because it often wasn't absent) or that elements were missing. Regardless of the sometimes "low"	action is needed; at the very least, research should be done to address the non-success that occurred with the 1 non-binary student who enrolled in this course over the past 5 years. I do not understand the lack of explanation when the prompts clearly ask for it. Detailed and explicit information is needed, even if it only states a lack of knowledge and/or expression of needed support.	

Psychological Services Program Review

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		ratings, I think the program's responses are sufficient and do not require revision.		
b. Student Course Success by Ethnicity				
14. What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has decreased over the time span by more than 4 percentage - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has improved over the time span - Excellent	
Asian	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage - Needs Major Improvement to Meet the Standard	
Filipinx	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has improved over the time span - Excellent	
Latinx	Course success has decreased over the time span by no more than 4 percentage - Needs Some	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has improved over the time span - Excellent	

Psychological Services Program Review

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	Improvement to Meet the Standard			
Native American	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	
Pacific Islander	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has improved over the time span - Excellent	
White	Course success has improved over the time span - Excellent	Course success has decreased over the time span by no more than 4 percentage - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent	
Decline to State	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 - Meets the Standard	Course success has improved over the time span - Excellent	

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).

Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	

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17. Describe the reasons for the gap in course success.				
Overall, in this section:	The narrative is not included	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
22. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	There is no gap between the two groups - Excellent	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	
23. Explain why the course success gap is flat, increased or decreased.				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
25. 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?				
Overall, in this section:	The narrative is not included	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	