

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	Counseling Services
<i>Dept/Program Lead</i>	Shauna Olson Hong
<i>Dept/Program VP</i>	Suzanne Espinoza

1) DEPT/PROGRAM MISSION

(i.e., what are the goals that the dept/program will achieve?):

Dept/Program Mission Statement

Counseling Services' mission is:

- To provide personal counseling to registered students of Cal State East Bay, with the aim of supporting student wellness, retention, and graduation.
- Clinical services should be culturally sensitive, visible, and accessible to the student population.
- Programming should pay particular attention to groups and individuals who are highest need and/or traditionally underserved.

2) ASSESSABLE STUDENT OUTCOMES

i.e., what measurable impact(s) will students demonstrate/achieve from involvement/interaction with the dept/program? List outcomes as needed.

Student Outcome Statement
1) Students will report positive outcomes and experiences from engaging with counseling, as reported in Client Satisfaction Survey and Group Counseling Feedback Survey
2) Students will report reduction of symptoms over time they are engaging with counseling, as reported on PHQ9 and GAD7 surveys
3) Students will report that they were made aware of additional supports (counseling groups and workshops, urgent crisis appointments), as reported in Client Satisfaction Survey
4) Students referred for mental health support by CARE reports will engage with counseling services.
5) Students will report positive outcomes (learning new skills, feeling more inclined to engage with counseling) because of counseling outreach presentations - as reported by surveys done by campus partners.
6) Participants in Wellness Ambassador trainings will report positive outcomes (more able to engage with students in distress, more able to refer to the appropriate support program, more able to consult with presenters about difficult situations, confident that they will be able to put new skills into practice) - as reported on Wellness Ambassador Evaluations Surveys.

3) SIGNATURE PROGRAMS/SERVICES

i.e., what are the dept/program's key programs or services? Assign the relevant outcome(s) from #2 to its corresponding program/service.

Name of Signature Program/Service	Relevant program or student outcomes
Individual Counseling	<p>1. Students will report positive outcomes from engaging with counseling (reduction of distress, learned skills to manage future problems, allowed them to be a better student, helped them to stay in school, would recommend counseling to their friends, overall satisfied with their experiences) - as reported in Client Satisfaction Survey</p> <p>2. Students will report reduction of symptoms over time they are engaging with counseling - as reported on PHQ9 and GAD7 surveys</p>
Group Counseling	<p>1. Students will report positive outcomes from group counseling sessions (learned strategies to better cope with problems, intend to use tools learned, feel better able to address future problems), as reported on Group Counseling Feedback Survey</p> <p>3. Students will report that they were made aware of counseling groups and workshops - as reported in Client Satisfaction Survey</p>
Crisis Support	<p>3. Students will report that they were made aware of urgent crisis appointments - as reported in Client Satisfaction Survey</p> <p>4. Students referred for mental health support by CARE reports will engage with counseling services.</p>
Embedded Counseling Programs	<p>5. Students will report positive outcomes (learning new skills, feeling more inclined to engage with counseling) as a result of counseling outreach presentations as reported by surveys done by campus partners.</p>
Mental Health Educational Programs	<p>5. Students will report positive outcomes (learning new skills, feeling more inclined to engage with counseling) as a result of counseling outreach presentations as reported by surveys done by campus partners.</p> <p>6. Participants in Wellness Ambassador trainings will report positive outcomes (more able to</p>

	<p>engage with students in distress, more able to refer to the appropriate support program, more able to consult with presenters about difficult situations, confident that they will be able to put new skills into practice) - as reported on Wellness Ambassador Evaluations Surveys.</p>
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4) ASSESSMENT ACTIVITY/DATA ANALYSIS

i.e., how has the department/program evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	Assessment Methods and Data
Counseling Client Satisfaction Survey	Survey administered weekly through emailed google form. Sent to all students who attended an intake appointment that week, in any of our counseling clinics.
SHCS Patient Services Feedback Survey	Survey administered daily through emailed google form. Sent to all students who attended medical or counseling appointment that day in Hayward clinic.
Counseling Group Feedback Survey	Survey administered after each group session through Zoom chat, for all students attending group.
PHQ9 Data	Screening tool administered at each counseling appointment as part of check in process. Includes self report of depression symptoms.
GAD7 Data	Screening tool administered at each counseling appointment as part of check in process. Includes self report of anxiety symptoms.
Electronic Health Records Utilization Reports	Data on utilization of counseling services from Electronic Health Records system.
Self-Check In Intake Form Data	Data submitted by students upon intake for counseling services - includes question, "How did you hear about counseling services?"

Presentation Feedback from Campus Partners	Responses to evaluation forms administered by Student Life and Leadership Programs, Housing, and SEAS programs after outreach presentations from counselors.
Wellness Ambassador Evaluation Surveys	Survey administered through emailed google form after each Wellness Ambassador training.

5) CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	Data/Evidence of contribution/impact
Counselor in SEAS	<p>Our center has prioritized putting an embedded counselor in the Student Equity and Success programs, in order to address the opportunity gap for first generation students and students of color. We hope that having a dedicated counselor offering appointments in the SF building will make mental health support more visible and accessible to SEAS students. We also hope that the counselor’s close working relationship with SEAS staff will create a sense of trust and encourage students to engage, who would not otherwise seek mental health support.</p> <p>Initial results from establishing the position Spring 2023 include:</p> <ul style="list-style-type: none"> ● Counselor from SEAS received 9 new referrals from CARE team, and two additional referrals from SEAS staff. These referrals connected for services at a much higher rate than students who are referred by a third party to the main clinic, due to the counselor being embedded in SEAS. ● 28 new students were seen in the SEAS clinic overall. ● Two workshops were held for SEAS staff to train them in supporting student mental health. ● Seven mental health programs were held for SEAS students, reaching almost 200 participants. <p>Feedback from students after these presentations included:</p> <ul style="list-style-type: none"> ○ “I loved it and I needed this!” ○ “Absolutely went beyond my expectations, I learned quite a bit!”
Partnership with Student Affinity Centers	<p>Our center has also prioritized creating liaison relationships between Counseling and Student Affinity Centers, again to address the opportunity gap for students of color and undocumented students. We hope that having a regular presence for mental health programming in each of these areas will make our services more visible and accessible to students utilizing these centers. We also hope that the counselor’s close working relationship with the Affinity coordinators will create a sense of trust and encourage students to engage, who would not otherwise seek mental health support.</p> <p>This year, counseling offered 13 collaborative programming events with the AAPI Student Success Center, the</p>

	<p>Latinx Student Success Center, the Undocumented Student Resource Center, and the Black Student Success Center. The events reached almost 300 students, staff and faculty.</p>
<p>Partnership with LGBTQ+ student, faculty and staff community</p>	<p>Our center has also prioritized creating liaison relationships between Counseling and LGBTQ+ staff, faculty, and student organizations, to raise awareness of mental health support for this vulnerable population of students. We hope that this partnership will make our services more visible and accessible to queer students.</p> <p>This year, counseling:</p> <ul style="list-style-type: none"> ● Participated in second annual National Coming Out Day tabling, this time in collaboration with the DISC ● Created a referral and consultation process for medical services offering gender affirming care ● Served six students regularly through Queer and Questioning Support Group
<p>Wellness Ambassador Trainings</p>	<p>As a way to increase training for staff and faculty around DEI related topics, Counseling consulted with our previous University Diversity Officer to include relevant content in our Wellness Ambassador trainings. Session on Trauma Informed Teaching and Care includes sections on intersectional identity and how marginalized identities experience trauma differently. Session on Avoiding Burnout and Compassion Fatigue includes section on cultural taxation on helpers of color.</p> <p>Over the past three years, over 300 staff, faculty, and student leaders have participated in Wellness Ambassador trainings - many of whom have participated in multiple workshops. One participant reflected that the DEI content was very helpful: “Understanding that there are so many layers to a student's background always helps in being more patient, compassionate & non-judgemental when working with a student.”</p>
<p>Demographics of counseling clients</p>	<p>The field of psychology has long recognized that marginalized communities have lower rates of engagement in mental health services, both because these services have not been accessible, and have not felt culturally relevant. Counseling Services is working to address these gaps by providing targeted outreach to communities on campus that have typically had lower levels of mental health engagement, including especially Black, Latinx, Asian/Pacific Islander, and undocumented students.</p> <p>To assess the impact of these efforts, we track the demographics of students participating in counseling services, compared with the percentages of these populations on our campus. The percentages of counseling clients by ethnic identity matches our campus proportions fairly closely, indicating that we are successfully reaching students of color. See Counseling Report, 2022-23, “Demographics of Counseling Clients,” for more</p>

	<p>details.</p>
<p>Counseling Recruitments</p>	<p>Students consistently comment that they were hesitant to engage in counseling services until they met a counselor who looked like them, identified with them openly, or spoke their first language. Having counselors of color and openly queer counselors on staff has increased our reach and effectiveness in these student communities. When hiring for new staff, Counseling makes every effort to recruit a diverse pool of candidates, and to attract and retain clinicians who share these identities.</p> <p>Comments this year on our Client Satisfaction Survey indicated that students appreciate working with counselors who match their identity or share language:</p> <ul style="list-style-type: none"> ● “I loved speaking to a therapist who is trans/queer! It was so healing and refreshing!” ● “I really liked that Rosa could relate to my cultural background and could understand some of my struggles. Her advice really helped me change my perspective.” ● “Ms. Shanda Watson is great. I’m scared to talk to people about my problems but when i heard her speak at one of our events that the Black Student Success Center/ Sankofa hosted, i knew i’d go to her and trust her.” ● “I enjoyed having my advising in Spanish.”

6) EVIDENCE OF EFFECTIVENESS/AREAS OF GROWTH

Key Takeaways	<i>Assessment findings that justify effectiveness/area of growth</i>	<i>Implications for practice/Next steps</i>
<i>Demand for counseling services has been growing.</i>	<ul style="list-style-type: none"> ● Counseling provided 15% more total appointments this year, than in the previous year. ● This growth is in addition to the 45% increase in total appointments provided last year, over the year before. ● Utilization of same-day crisis appointments grew 53% this year, as compared to last year. ● Fewer students this year agreed that counseling appointments had been available when they needed them - 64% this year, as opposed to 72% last year. ● The most consistent constructive feedback received in our Client Satisfaction Surveys are about students wanting longer appointments, more frequent appointments, or more appointments overall. 	<p>Although Counseling Services has been able to absorb this increasing demand thus far, we are currently revisiting our brief model in order to ensure equitable access, and to be able to focus on our populations of concern - students with higher support needs, and/or from traditionally underserved communities.</p> <p>Counseling continues to provide same day crisis appointments each day, as well as phone crisis support after hours, to make sure that students can access the support they need even when the schedule gets full.</p>
<i>The acuity of mental health concerns reported by students has been growing.</i>	<p>Students endorsed risk factors on their intake forms at a higher rate this year than last year, including:</p> <ul style="list-style-type: none"> ● Current suicidal ideation ● Suicidal ideation in the past year ● Past suicide attempts ● History of self-harm ● Current thoughts of harm to others ● History of hospitalization for mental health 	<p>In addition to making more room in the schedule to follow up with students with higher support needs, our clinic is building out case management resources in order to help students access a higher level of care off campus when needed.</p>
<i>Our brief counseling services are highly effective in reducing mental health symptoms and emotional distress.</i>	<p>Students filling out our Client Satisfaction Survey indicate:</p> <ul style="list-style-type: none"> ● They experienced a 35% reduction in distress after coming to Counseling 	

	<ul style="list-style-type: none"> ● “I learned skills in counseling to help me manage future problems” (64% agreed) ● “Counseling has allowed me to be a better student” (67% agreed) ● “Coming to counseling has helped me stay in school” (65% agreed) <p><i>PHQ9 and GAD7 data</i></p>	
<p><i>Students are highly satisfied with their experience in Counseling Services.</i></p>	<p>Students filling out our Client Satisfaction Survey indicate:</p> <ul style="list-style-type: none"> ● “Overall, I feel satisfied with my experience in counseling.” (96% agree) ● “I would recommend counseling to my friends.” (94% agree) <p>See full Counseling Report for qualitative feedback from students.</p>	
<p><i>Embedded services are effective in reaching students from communities traditionally underserved by mental health systems.</i></p>	<ul style="list-style-type: none"> ● Counselor in Student Equity and Success and Counselor in Housing were both able to engage with students referred by the Student CARE team at a higher rate, than counselors from the main clinic. ● Counselors were able to offer two trainings for SEAS staff and seven programs for SEAS students this year. ● Counselors worked with DISARC staff to offer 13 collaborative mental health programs this year. 	

Wellness Ambassador trainings have been effective in equipping staff and faculty to identify mental health needs, and to bridge students to additional support.

Since Counseling began offering Wellness Ambassador trainings in Fall 2020, we have trained over 300 staff, faculty and student leaders- many of whom have participated in multiple workshops. From post-workshop feedback surveys:

- 80% of respondents felt confident that they would be able to put what they learned in the workshops into practice.
- 86% of respondents felt more able to talk with students who were distressed
- 82% of respondents felt more able to refer students to student support services
- 82% of respondents felt more able to consult with the presenters in the future

See full [Counseling Report](#) for qualitative feedback from Wellness Ambassador trainings.