DEPARTMENT MISSION STATEMENT:
Cal State Fullerton's Guardian Scholars program is committed to supporting ambitious, college-bound students exiting the foster care system. We provide a comprehensive program that contributes to the quality and depth of the student's university experience. We serve as a resource for young adults by assisting in their development and equipping them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

PROGRAM/SERVICE OVERVIEW:
Mental Health Services / Life Coaching
Guardian Scholars is re-assessing the utilization of the GS Counseling Services offered for the 2013-14 academic year, through the partnership with Counseling and Psychological Services (CAPS); The goal for this partnership is to increase to the utilization of mental health services from Guardian Scholar students, and equip them with the necessary skills to become successful both academically and personally.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:
40 Guardian Scholars

DATA COLLECTION TIMEFRAME:
August 2013 – May 2014

DATA COLLECTION METHODS:
One-One therapy appointments, walk-ins, Crisis interventions, Life Coaching sessions and workshop attendance.

LIMITATIONS:
The current limitations on this project have been the ability for the CAPS counselor to attend all projected workshops or monthly meetings.

SUMMARY OF RESULTS:
The partnership between the Guardian Scholars Program and the Counseling and Psychological Services (CAPS) has successfully increased the utilization of CAPS services by GS students. Building the student and staff connection was critical in getting students to feel comfortable enough to seek the much needed mental health services in times of crisis. Dr. Toriz continues to enrich the program through various facets, by providing nuggets of psycho-educational wisdom in student programming events and the office environment. Over the last year, through this collaboration, the GS program has increased the number of students seeking mental health services, but has also begun to de-stigmatize seeking counseling services.
Over the 2013-14 academic year, Dr. Toriz has connected with over half of the GS students through life coaching, individual therapy, and through her participating in the facilitation of numerous workshops that assist to enhance student learning and success. Workshop topics include: Freshman Workshops, Monthly Meetings, Student Retreat, StrengthsFinder, MBTI, Reaching Your Goals, etc.
KEY FINDINGS:
- 87% of students utilized CAPS services through life coaching, individual therapy or project consultation purposes.
- 57% students utilized CAPS services for individual therapy sessions.

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)
1. How will you use your data to improve or enhance your program/service?
The data collected will be utilized to assist Guardian Scholars and CAPS to continue to increase the utilization of therapy by GS students. GS will continue to incorporate the psycho-educational components to all programming and office environment to promote the importance of mental health and wellness.
2. How did the data compare to data from prior years, if applicable?
   From 2012-2013 to 2013-14, GS/CAPS had an increase of 4% of students who utilized CAPS services through individual therapy. There was also a 2% increase of students utilizing the Life Coaching component of the GS/CAPS services collaboration.
   27/40 (68%) students requested a counseling appointment
   21/40 (53%) have participated in Individual Therapy Sessions
   a. 20 individual counseling
   b. 1 family counseling
   c. 4 Spanish counseling
   34/40 (85%) students have participates in at least two Life Coaching Sessions
3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.