

WELLNESS: DRC, PSYCH SERVICES AND HEALTH CENTER

1. Executive Summary

0. Executive Summary

The Wellness Center

The Wellness Center consists of 3 individual student support programs: The Disability Resource Center (DRC), the Personal Counseling Center (PCC) and the Health Center.

Disability Resource Center

The Disability Resource Center (DRC) supports Canada College students who have documented disability(ies) as they progress towards their education goal(s). The DRC is an academic support service for enrolled students and is aligned with the College Educational Master Plan in the areas of retention, persistence and completion. From the 2012-2013 academic year to the 2014-2015 academic year the DRC has grown from 218 to 315 total students, an increase of almost 45%.

Personal Counseling Center (formerly Psychological Services)

The Personal Counseling Center (PCC) supports Cañada College students by providing personal counseling, crisis intervention and management, educational workshops relevant to student success, outreach and community referrals. The PCC is aligned with the College Educational Master Plan in the areas of retention, persistence and completion. Demand for personal counseling at Cañada College has never been higher.

Health Center

The Health Center is a service oriented department which supports students by providing urgent care services on campus. Additionally the health center has health promotion and disease prevention activities. The health center promotes student success and retention by promoting and preserving health.

“When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.” - Herophilus

2. Program Context

1. **Mission:** How does your program align with the college’s mission? If your program has a mission statement, include it here.

Disability Resource Center

The mission of the DRC is to ensure educational access so that students with disabilities have every reasonable opportunity to meet their educational goals, provide educational support so that students with disabilities can demonstrate their skills, and create a learning environment in which students with disabilities may become independent, interdependent and integrated in our global community.

The vision of the DRC is to provide disability resources and support services for students as defined by Federal and State law and regulation, and to maintain a quality level of these

resources and support services to meet both the "letter" and "intent" of each law and regulation.

Personal Counseling Center

The mission of the PCC is to provide personal support and counseling to enrolled students at Cañada College. Aligned with the college's mission, the Personal Counseling Center team assists students in identifying the roadblocks that hinder their academic success. Through personal counseling, students are able to gain awareness of their personal challenges and work towards making changes necessary to prevent these challenges from negatively impacting their academic success. The Personal Counseling Center provides students with tools to discover and develop their strengths, values, interests and abilities. Our services help empower students to take control of all aspects of their lives, often resulting in improved academic performance and emotional well-being.

The vision of the Personal Counseling Center is to provide comprehensive services (e.g. Individual counseling, workshops, outreach, and community referrals) to all Cañada College students regardless of socio-economic status, cultural background, age, sexual orientation, and disabilities. In addition, our vision is to provide training and education in the form of workshops, seminars, meeting presentations, to faculty and staff in order to increase awareness of student needs and issues. This includes crisis intervention and suicide prevention.

Health Center

The Cañada Health Center provides comprehensive health services, in order to remove physical and emotional barriers that may impede academic success. Services include, but are not limited to birth control, diagnosis and treatment of episodic acute illnesses, prescription medication, physicals, lab work, first aid, health education and referral. The Health Center supports academic programs by providing low-cost screening physicals, immunizations, and lab work for students entering a specific program, or transferring to a four year institution. Frequently the Health Center also provides the clinical experience for the Medical Assisting Students. The Health Center is welcoming of all students, and provides assistance to staff as needed.

With every student encounter, we foster critical thinking skills and promote impulse control. Students are learning about the responsibility, personal and social, that accompanies decision making. We strive to assist them in making responsible, informed, healthy choices. The choices they make will impact them and society at large.

2. Program Description

Disability Resource Center

The DRC provides students with documented disabilities academic support and reasonable accommodations as defined by state and Federal law. Services are provided to students with a wide range of disabilities and are determined on the basis of supporting medical, psychological or learning disability documentation. The services provided include but are not limited to: academic advising, developing accommodation plans, assistive technology training and support, alternate media text conversion, counseling, in class interpreter services, test proctoring, and more.

Personal Counseling Center

The Personal Counseling Center (PCC) at Cañada College believes that a successful college experience requires, as its foundation, a sense of emotional well-being. To this end, we offer a

safe and trusting environment to facilitate mental health care by providing supportive psychotherapy for registered students at no charge.

The Health Center

The Health Center provides healthcare services, referral services, and educational information related to health issues, to registered Cañada College students.

3. Community and Labor Needs

Disability Resource Center

As required by Title V the DRC has at least one annual meeting of our community advisory board which consists of disability stake holders in the community. Current advisory board members are from San Mateo CID, Job Train, as well as students and representatives from Canada College student services programs. This board has met each semester beginning in spring 2015. Additionally the Director of the DRC is a member of the planning committee for the San Mateo County Commission on Disabilities Transition to Independence Fair. The DRC Director regularly attends Region 3 DSPS Directors meetings and the DRC LD Specialist is active in the Region 3 Learning Disability Specialists group.

There are proposed changes to the Title V regulations regarding DSPS categorically funded programs that are currently being reviewed by the board of governors. Both the DRC Director and LD Specialist/DRC Counselor plan on attending a conference on the impact of these changes in March 2016 at De Anza College.

Personal Counseling Center

The PCC maintains close connections with community providers of free and low cost personal counseling services in San Mateo County. During the spring 2015 semester the PCC partnered with San Mateo County Mental Health to provide Mental Health First Aid training to the campus community.

Health Center

Each semester the Health Center hosts a Health Fair where medical service providers and other agencies in the community table in the Grove for the campus community.

3. Looking Back

4. Major Accomplishments:

The Wellness Center

During the spring 2016 semester an email campaign was sent to all staff, faculty, and students announcing the formal rebranding of the Health Center, Disability Resource Center, and Psychological Services into one cohesive unit: The Wellness Center. The Cañada College marketing team helped develop integrated logos for all three programs associated with the Wellness Center. Additionally, Psychological Services changed the name of their program to the Personal Counseling Center (PCC).

Disability Resource Center

In January 2015 longtime DRC Director, Regina Blok, retired from the college. Max Hartman was hired as the new permanent Director of the DRC in November 2015.

In December 2014 the DRC received approval from the campus to fund a full time tenure track Learning Disability Specialist/Disability Resource Center counselor. Jenna French began work in that position in fall 2015. This position has allowed Cañada College to offer free onsite learning disability assessment for the first time in years.

In spring 2015 the DRC received approval from the district to purchase a paperless file management system, Student Accommodations Manager (SAM). Although not yet implemented, this system will allow the DRC to move to become "paperless" while continuing to comply with all state and federal regulations and additionally allow for better communication and information sharing with our sister colleges within the district.

The DRC was able to receive ongoing support from counseling to increase adjunct academic counseling hours from 6 hours a week in 2014 to 12 hours per week for the spring 2016 semester.

An additional part time IA II position was approved to support the ongoing need for Alternate Media Production and Assistive Technology training for the spring 2016 semester.

The DRC has successfully completed all regularly scheduled state audits during this cycle with zero findings.

From the 2012-2013 academic year to the 2014-2015 academic year the DRC has grown from 218 to 315 total students, an increase of almost 45%.

Throughout these program changes and the increase in the DRC student population, the DRC has continued to provide high quality service to our students. Additionally, the success and retention rates of DRC students as measured by the PRIE office DRC Program Review Data Packet are 79.0% and 88.4% respectively- both ahead of the college benchmarks.

Personal Counseling Center

Beginning in fall 2014 Cañada College implemented a behavioral intervention team CARES. The CARES team continues to meet each Thursday afternoon.

For the 15-16 year the PCC continued to receive support for a second adjunct personal counselor, Maria Quinones, LCSW.

During the fall 2015 semester the PCC led a campus wide "Safe Zone" training.

Ahead of the spring 2016 center Psychological Services changed their program name to the Personal Counseling Center (PCC).

During the fall 2015 hiring process the campus decided to fund a full time 10 month faculty person in the Personal Counseling Center. This full time position will replace a current adjunct faculty position, the second adjunct faculty position will remain. A committee was formed to hire this position during the spring 2016 semester with the hopes of having the full time faculty member in place by the beginning of fall 2016.

Health Center

The Health Center was able to adjust the clinic hours and serve more students. It is now open from 9-3 Mondays through Thursdays. We are no longer open into the evening hours. The evening hours had been underutilized and now the increased daytime hours has shown a significant increase in visits.

The Health Center has successfully implemented an Electronic Medical Record system. This enables students to seek care at CSM or Canada, in a seamless fashion.

Over the last two years the health center has been successful in conducting outreach for the Affordable Care Act. Many students have been successfully enrolled in a health plan.

The Health Center year to date visits for this academic year as of this writing total 600 visits. Last academic year there were only 606 for the entire year.

5. Impact of Resources Allocation:

Disability Resource Center

Through a combination of Equity and SSSP funding the DRC was able to hire a full time Learning Disability Specialist/DRC Counselor who began in fall 2015. From spring 2015 to fall 2015 the number of students identified as having a Learning Disability and registered with the DRC increased from 20 to 39, and increase of almost 100%.

Although the DRC received approval to purchase an online paperless DRC file management system Student Accommodation Manager (SAM), the DRC did not have the person hours to

dedicate to the conversion and implementation to this system during this cycle. The DRC hopes to implement this powerful software in a future term.

The DRC was able to receive continued funding from SSSP 12 hours a week of adjunct academic counseling support for the fall 2015 and spring 2016 semesters. Increased academic counseling support has allowed for a greater opportunity for DRC students to complete their SEPs in advance of the deadline for priority registration

The part time IA II position approved for the spring 2016 semester has allowed the alternate media office to better keep up with the demand for instructional materials in an alternate format.

Personal Counseling Center

The additional adjunct personal counseling faculty member has allowed for more students to be seen in the PCC by licensed counselors or counseling interns.

Health Center

In 13/14 the health center hours of operation were reduced from 30 hours to 23. This had a significant impact on our utilization. The visits for 13/14 were half the visits of the previous year. It became very clear that we needed to adjust clinic hours. Student surveys demonstrated a dissatisfaction at the reduced hours of operation. This year we increased the morning hours and reduced the evening hours. The visits have increased again and student satisfaction has increased. This was demonstrated with survey results from over 100 students.

4. Current State of the Program

6.A: State of the Program - Observation:

Disability Resource Center

The DRC is currently experiencing tremendous growth. From the 2013-2014 academic year to the 2014-2015 academic year the Cañada DRC is the 6th fastest growing DSPS categorically funded program the California Community College System by percentage. The DRC has been able to maintain a high level of quality services to an increased number of students in major part to the continued support from fund 1, Equity, and SSSP dollars. This financial support has allowed the DRC to offer increased adjunct academic counseling hours, and the services of a full time tenure track Learning Disability Specialist/DRC Counselor.

This added growth does not come without its share of challenges. DRC classified staff are serving an additional number of students, while our classified staff has not seen an increase in personnel commensurate with our increase in counselor availability. The spring 2015 semester saw the largest demand for alternate media conversion in the institutional memory of that office with over 70,000 pages of text converted to alternate formats. Additionally a shared Office Assistant II has had to manage the front desk for 3 growing programs including the DRC. With a larger number of DRC students it has become more common to have a lack of space when proctoring tests for students with test taking accommodations.

While our growth has resulted in some increase in funds, it is not clear if this trend will continue when the new allocation formula takes place next year. Additionally, while the DSPS "restoration" was welcome during the 2013-2014 academic year it only restored funding to 2009 levels, without an adjustment for cost of living. While it has always been the intent of the Chancellor's Office for DSPS funded programs to receive additional financial support from fund 1 and other categoricals, the Cañada DRC would like to become more self sufficient. Changes

in the DSPS allocation rules to reward districts that generously support DSPS categoricals with fund 1 dollars should help in this area, but we will have to wait and see.

Providing services for our Deaf and hard of hearing students continue to present a financial challenge. Even with district wide preferred Real Time Captioning and American Sign Language Interpreting vendors from an RFP negotiated during the summer of 2015, ASL and Real Time Captioning costs are expected to total over \$200,000 for the 15-16 year alone. The Chancellor's office is in the process of developing a remote ASL interpreting service with the hopes of reducing these costs, and the funding formula has changed to assist programs that are experiencing significant service costs associated with the population, but again we will have to wait before we know if either will be a benefit to the budget of the Cañada DRC.

Personal Counseling Center

There has been a significant increase in number of students requesting appointments for personal counseling. There is often a waiting list, especially by mid-semester when students are experiencing increased pressure and anxiety regarding failure or dropping classes. The increase seems to come from an increasingly positive sense of the services we provide among students as well as more faculty and staff suggesting students access our support. Due to the increase in need for personal counseling and the fact our services are only offered part-time, there has been less outreach on campus and trainings for both students and faculty/staff. The PCC is excited that the process is underway to hire a full time faculty member by the beginning of the fall 2016 semester.

Health Center

In 13/14 the health center hours of operation were reduced from 30 hours to 23. This had a significant impact on our utilization. The visits for 13/14 were half the visits of the previous year. It became very clear that we needed to adjust clinic hours. Student surveys demonstrated a dissatisfaction at the reduced hours of operation. The Health Center was able to adjust the clinic hours and serve more students. The Health Center has successfully implemented an Electronic Medical Record system. This enables students to seek care at CSM or Cañada, in a seamless fashion. Over the last two years the health center has been successful in conducting outreach for the Affordable Care Act. Many students have been successfully enrolled in a health plan.

6.B: State of the Program- Evaluation

Wellness Center

An increase in permanent classified personnel could have a tremendous impact on all three programs in the Wellness Center. During the spring 2016 semester the DRC is requesting a full time 10 month Instructional Aide II to assist in the the Alternate Media/Assistive Technology office. If filled this single position will replace two part time temporary IA II positions and provide much needed stability and support for this office.

Additionally during the fall 2016 hiring process the Health Center will be advocating for permanent part time Office Assistance II dedicated solely to the Health Center. If approved and filled this position will free up hours of the current shared OA II to assist with DRC and PCC specific duties.

Once the full time PCC faculty person is hired and on board the PCC will be able to expand all personal counseling services including; additional interns, campus wide outreach and trainings, etc.

While the DRC has made some changes to simplify our test proctoring and scheduling process for students with test taking accommodations, we hope to make additional improvements to make this process simpler for faculty and students.

7.A: Current SAOs and SLOs

Disability Resource Center

SLO:

DRC students will be able to identify their disability(ies), the functional limitations related to their disability(ies), and their reasonable accommodations.

SAO:

Students will report a satisfaction rate of at least 80% on all major components of DRC service provision.

Personal Counseling Center

SLO:

Student Learning Outcomes (SLO) are to increase student's emotional well-being. Students will gain awareness of and skills to manage personal struggles and challenges. This will significantly increase student's ability to achieve their goals, increase academic success, retention, and completion.

SAO:

Students will report a satisfaction rate of at least 80% on all major components of PCC service provision.

Health Center

SLO:

These last two years the health center adapted a questionnaire for students, from the Teen Prevention Council. We utilized this tool to educate students on self care and prevention measures.

SAO:

The SAO for the health center is to make health services known and available to the students. This is done through presentations, health fairs, posters, and visits. The major increase in visits demonstrates that making an impact on student success. Health Fairs will occur each semester, as well as, class presentations, posters, mobile clinics and clinic visits

7.B: SAO Assessment Plan:

The Wellness Center

During the fall 2015 semester a survey was emailed to all Cañada College students that asked the following questions regarding the programs in the Wellness Center as part of the rebranding campaign:

Do you know where the Wellness Center is located?

Have you ever used the Disability Resource Center/Health Center/Personal Counseling Center?

If the student answered that they had not used any one of the programs there were prompted to answer the following question for that specific program:

Please indicate why you have not used the Disability Resource Center/Health Center/Personal Counseling Center.

- A. I don't know where it is located.
- B. I do not have a disability/any health concerns/any need for personal counseling services.
- C. The location is inconvenient.
- D. The hours are inconvenient.
- E. Other.

If the student answered that they had used any one of the programs there were prompted for that specific program to rate on a 1-5 scale. 5 being the best, 1 being the worst, how satisfied they were:

- A. With the service you received.
- B. With the hours of operation.
- C. With the types of services offered (This question was not asked for the PCC) and
- D. Were you able to get an appointment in a timely manner? Yes/No

Disability Resource Center

Additionally, during the fall 2015 semester a survey was sent to all DRC students from the spring 2015, summer 2015, and fall 2015 semesters. The survey asked the following questions:

Were your Disability Resource Center needs adequately addressed this semester? Yes/No

Did you feel that the Disability Resource Center adequately protected your privacy? Yes/No

Were you able to be seen by appropriate DRC staff in a timely manner? Yes/No

The DRC is open from 8:30 to 5:00, Monday through Thursday, and 8:30 to Noon on Friday. Are these hours convenient for you? Yes/No

With 5 being extremely satisfied and 1 being unsatisfied what is your overall satisfaction with the DRC?

Please feel free to provide us with any additional comments/suggestions to better improve our program.

7.C. SAO Assessment Results and Impact:

The Wellness Center

129 students responded to the Wellness Center Survey. Nearly 40% of respondents stated they did not know where the Wellness Center is located. 31.8% of respondents had used the Health Center, 24% had used the DRC, and 14.7% had used the PCC. Not having a need for services provided by the program was the top stated reason for not using each of the three Wellness Center programs. For all measures at least 80% of respondents reported a 4 or 5 as their level of satisfaction with the survey element except:

Only 70.8% of respondents reported a 4 or 5 as their level of satisfaction with the hours of operation of the Health Center.

Only 73.7% of respondents reported a 4 or 5 as their level of satisfaction with the hours of operation of the PCC.

Only 74.7% of respondents reported being able to get an appointment in a timely manner with the PCC.

Disability Resource Center

The DRC received 11 responses from the over 200 DRC students the survey was emailed to with the following results:

Were your Disability Resource Center needs adequately addressed this semester? Yes 100% No 0%

Did you feel that the Disability Resource Center adequately protected your privacy? Yes 100% No 0%

Were you able to be seen by appropriate DRC staff in a timely manner? Yes 100% No 0%

The DRC is open from 8:30 to 5:00, Monday through Thursday, and 8:30 to Noon on Friday. Are these hours convenient for you? Yes 90.9% No 9.1%

With 5 being extremely satisfied and 1 being unsatisfied what is your overall satisfaction with the DRC? 5 81.8% 4 18.2% 3 0% 2 0% 1 0%

Please feel free to provide us with any additional comments/suggestions to better improve our program.

Four students responded to question 6, their answers are below:

How about one evening a week to be open for night students

My only complaint was finals. Changing the room in which we took our exams was hard for me. Having OCD and anxiety, a change of room was awful. The new room did not resemble the old room at all. The cubicals are what make me feel safe and confident during my exams, the open table ensures panic, stress and very hard to concentrate, which has a direct effect on my exam performance. That is my only complaint. DRC rocks!

You all very nice and helpful people we really appreciate your efforts.

The staff at the DRC is wonderful, THANKS!

Analysis

From the data collected, it appears that all three programs in the Wellness Center are performing exceptionally well in nearly all examined areas. There were some indications from the survey results that students may benefit from expanded hours especially at night. The PCC has implemented an online interest form to help students schedule an appointment for PCC services. Additional marketing efforts may be needed to make students aware of the services provided by the Wellness Center.

7.D: SLO Assessment Plan:

Disability Resource Center

During the fall 2015 semester the DRC Director, Learning Disability Specialist/DRC Counselor, and DRC Academic Counselor were asked to conduct voluntary pre and post surveys for their student appointments. The pre and post surveys consisted of the same three questions:

1. Do you know what your disability is? Yes/No/Not Sure. Explain why.
2. Do you know how your disability impacts your learning? Yes/No/Not sure. Explain why.
3. Do you know your accommodations? Yes/No/Not sure. Explain why.

The paper surveys were collected and provided to the DRC Director for tabulation.

Personal Counseling Center

SLOs for the PCC were not assessed during this cycle. The PCC plans to work with the PRIE office to develop an SLO plan for the next program review cycle.

The Health Center

These last two years the health center adapted a questionnaire for students, from the Teen Prevention Council. We utilized this tool to educate students on self care and prevention measures.

7.E: SLO Assessment Results and Impact

Disability Resource Center

25 pre and post surveys were collected by the DRC Director, LD Specialist/DRC Counselor, and the DRC Academic Counselor. The results are as follows:

DRC SLO Assessment Results					
Pre			Post		
Yes	No	Not Sure	Yes	No	Not Sure

1	21	1	3	22	1	2
2	20	3	2	21	3	1
3	22	0	2	25	0	0

The results show at least some improvement in learning across all three measured questions, although at least 80% of the students surveyed reported knowledge in the measured area for all three of the questions before the counseling intervention. Based on the SLO data, and the coming changes in Title V with regard to DSPS categorically funded programs the DRC is in the process of updated our forms to further make clear the connection between a students disability, how their disability impacts their learning (or the functional limitations of the disability), and the educational accommodations. This form will be completed jointly by the student and DRC Counselor/Director during the intake counseling session. Hopefully that process will move the SLO post surveys towards 100% in all 3 areas.

Personal Counseling Center

SLOs for the PCC were not assessed during this cycle. The PCC plans to work with the PRIE office to develop an SLO plan for the next program review cycle.

Health Center

The Pregnancy Prevention activities promote student retention and success, while promoting critical thinking skill. By promoting the Affordable Care Act, we were also assisting with student retention and success.

5. Looking Ahead

7.F: SAOs and SLOs for the Next Review Cycle

Disability Resource Center

SAOs

It is clear from the relatively few responses to the DRC specific SAO survey that SAO data should be collected each semester. Additionally paper versions of the SAO survey should be made available in addition to the electronic survey that is emailed to all DRC students. While we await additional data, for the time being the DRC SAOs will remain the same:

Students will report a satisfaction rate of at least 80% on all major components of DRC service provision.

SLOs

The DRC feels these are the three most important elements that DRC students should know, and because they align with the SLOs of many DSPS categorically funded programs the DRC is

planning on keeping these SLOs as is for future semesters. The DRC does plan to increase the number of SLO pre and post surveys collected and to measure whether the survey is completed by a returning or first time DRC student in future semesters. While we await additional data, for the time being the DRC SLOs will remain the same:

DRC students will be able to identify their disability(ies), the functional limitations related to their disability(ies), and their reasonable accommodations.

Personal Counseling Center

SAO

Students will report a satisfaction rate of at least 80% on all major components of PCC service provision.

SLO

The PCC plans to work with the PRIE office to develop SLOs and an assessment plan for the next program review cycle.

The Health Center

SAO

Students will report a satisfaction rate of at least 80% on all major components of Health Center service provision.

SLO

The Health Center will continue to use an adapted a questionnaire for students, from the Teen Prevention Council. This tool will be utilized to educate students on self care and prevention measures.

9. Program Improvement Initiatives

N/A