

2021-2022 Program Review



CAN Program Review (Student Services) - Personal Counseling Center (Fall 2023)

STEP 1: Annual Updates

2021-2022

Student Services Annual Update Questions

1. Major Accomplishments & Challenges (500 Word Limit): Accomplishments:

1. Hired two new personal counseling trainees
2. Hired new tenure-track personal counselor who is supervising the new interns.
3. Started a partnership with the Sequoia Union High School District to help students with mental health challenges transition from high school to college.

Challenges:

Since the mental health grant has expired, we have had to let go of one personal counselor. Plus, we lost one personal counseling trainee, resulting in even less mental health support for students.

The number of students needing mental health services are increasing due to the pandemic and online learning stressors, but the number of counselors are decreasing.

Last semester, we had students on the waitlist who never saw one of our personal counselors because there were not enough personal counselors available to see all of the students who requested personal counseling.

2. Proposed Changes: First proposed change is to change one adjunct personal counselor position into a full-time tenure track personal counselor position. The difference to fund this new full-time position should be funded through Fund 1; budget augmentation to move all PCC budget for staff/faculty from Health Center to Fund 1.

Second proposed change is change one part-time Office Assistant for the Health Center into a joint full-time 12 month Office Assistant that that assist both the PCC (30%) and Health Center (30%).

Faculty Proposal:

The specific objectives that this new full-time position aligns with are:

1) Objective 3.2: Another full-time personal counselor will uphold the college's "pro-active student support services" initiative and increase student retention by offering more opportunities to receive mental health services in a timely manner. With more emotional support through their studies, students' "retention, persistence and completion" rates will most likely also increase. Furthermore, with another full-time licensed therapist, the PCC will be able to implement a no-waitlist policy where students will never have to wait more than two weeks to see a therapist and the PCC can also offer drop in hours EVERY day.

2) Objective 4.3.3: A full-time personal counselor can also improve outreach and partnership initiatives that engage community partners, such as Middle College, mental health agencies in the county, local high schools, and local universities to recruit more personal counseling interns, etc. .

The proposed position also aligns with the following strategic plans and initiatives:

Cañada College Equity and Achievement Plan: A full-time personal counseling position will uphold the goal to ensure that underserved and vulnerable student populations receive culturally competent mental health services. This position supports the

college's educational master plan of making sure supports, such as mental health services, are accessible for everyone on campus. The many benefits of mental health counseling to underserved student population include:

- a) lower college dropout rates
- b) improvement in academic performance
- c) reduction of legal liability for the college

Thus, the PCC will be able to promote more equity by recognizing and accommodating the "differences for minoritized students" who have mental health challenges.

1. The proposed position addresses PCC's following long term goals:

- a) Offer students to see therapists who can speak in their primary language
- b) Offer more drop in hours
- c) Offer therapy sessions every day of the week
- d) Implement a no waitlist policy

2. The proposed position aligns with the following PCC action plans:

- Increase number of students registering with the PCC
- Increase the number of hours that drop in hours are available to students
- Increase the number of hours that appointments are available for students
- Increase retention of students with mental health challenges
- Reduce the time that students have to wait to see a personal counselor
- Reduce the number of students who end up on the waitlist and are never seen in the semester
- Hire counselors and interns who are fluent in Farsi, Mandarin, Japanese, and ASL.
- Offer counseling/psychology courses and more workshops that educate students about mental health

Quantitative Data:

Here is the Personal Counseling Registration History:

- 2020 to 2021: the Personal Counseling Center provided mental health support to 87 students
- Fall 2021: As of 10-15-2021, the Personal Counseling Center has 51 students who have submitted Personal Counseling Interest Forms and 7 been referred by a faculty or staff member.

Qualitative Data:

From the quantitate data above, the demand for personal counseling is rising this school year. Last semester, there were 5 students who were on the waitlist and were never seen by a personal counselor. We had to refer them to CanadaTalk Now where they could receive therapy for one session but were not able to see the same therapist for return visits. When there is no continuity, it impacts the quality of services that our college offers students.

Furthermore, to place students on the waitlist and never see them creates inequities and false promises to students who are entitled to mental health support on campus in a timely manner.

3A. Impact of Resource Allocations Process: Previously resource request for a full-time Office Assistant and Personal Counselor never went through last year even though it was uploaded in time. Because the resource request last year was never processed,

- Some students who requested to see a personal counselor were never seen by a counselor
- The wait time to see a personal counselor was over a month.
- Active Minds club did not have an official advisor
- Requests for events to spread mental health awareness were less than usual

3B. Disproportionately Impacted Students Affect: The lack of resources have created a barrier for students access mental health services in a timely manner.

4. SAOs and SLOs: NA

5. SAO/SLO Assessment Results and Impact: NA

Annual Update Status: In Process

Goal Description: Improve the access to mental health services

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Provide more opportunities to meet with personal counselors:

- 1) Offer students to see therapists who can speak in their primary language
- 2) Offer more drop in hours
- 3) Offer therapy sessions every day of the week
- 4) Implement a no waitlist policy

Provide culturally appropriate mental health outreach by partnering with:

1. STEM (GANAS)
2. ESO! Adelante
3. Puente
4. Disability Resource Center
5. CARES
6. Veterans Resource Center
7. Men's Minority Group initiative
8. Other local resources

Goal Status: 2 - Continuing (PR)

Estimated Start Date: 07/01/2021

Estimated Completion Date: 06/30/2022

Who's Responsible for this Goal?: Director of PCC

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion

Resource Requests

One adjunct personal counseling position

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 55000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: The resource request will provide access to free mental health services regardless of income, race, or gender.

Critical Question: How does this resource request support Latinx and AANAPISI students?: The PCC has one Spanish speaking counselor. This request will give the college an opportunity to hire another personal counselor whose background reflects the demographic of our diverse student population, which our students desperately need.