



# **Personal Counseling Center**

**Program Review - Comprehensive Review**

**2023 - 2024**

## Program Context

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### Mission (100 word limit)

**1- How does your program align with the college and district mission?** <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The Personal Counseling Center aligns with Canada College's mission to "empower students in transforming their lives through quality education" by providing coping skills and strategies to better manage mental health challenges that affect their education, such as learning to reduce test anxiety, increase focus during lectures, and gaining motivation to come to class on time. The program also aligns with the district's mission to "provide a range of student services to assist students in attaining their educational and career goals...and maintain a campus climate that supports student success" through providing mental health supports that focuses on students' goals and create a safe environment where they can share their challenges and receive emotional support, so they can stay focused on their academic responsibilities.

### Program Description (500 word limit)

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#### 2- Who does your program serve?

All Canada students who request mental health support services to help them focus on educational goals.

##### a. How many students are served by your program?

1,432

**b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?**

The PCC intentionally serves the LGBTQ+ demographic to help them grow to be confident in their identities. Many students with disabilities also seek PCC services to help them gain coping strategies. The PCC also collaborates with the county to connect students to housing and more intensive mental health supports when needed.

#### 3- How has student access, retention, and completion changed over the course of this program review cycle?

Access has improved with more bi-lingual counselors providing services in English and Spanish through tele-health and in-person appointments.

One year retention rates took a dive when we came back to campus in Fall 2021 from 57% to 34%, but has since been rising steadily every semester between 3% to 11%. In comparison, one-term retention rates remain much higher than one year retention rates: Spring 2021: 92% vs 57%; Fall 2021: 53% vs 34%; Spring 2022: 65% vs 51%; Fall 2022: 88% vs 65%; Spring 2023: 73% one term retention rate but no data available for annual retention rate yet.

Completion rates were steady until Fall 2022 when it took a dip but rose in the Spring 2023 semester: Spring 2021: 84%; Fall 2021: 84%; Spring 2022: 72%; Fall 2022: 67%; Spring 2023: 70%.

**4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?**

The PCC offers two delivery models: In-person and tele-health, as well as hybrid. We have regularly scheduled appointments, as well as drop ins. Because of the pandemic, many students still do not feel comfortable

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coming in person. Therefore, we are still giving students the option to choose between in person and tele-health appointments.

### 5- What are your on and off-campus community partnerships and how are they operationalized to support students?

On-campus partnerships:

- Disability Resource Center (DRC): Offers students with mental health challenges academic accommodations and specialized tutoring in select subjects.
- Health Center: Assists students with mental health challenges to gain health insurance that offer more long-term mental health support after graduating, and can also assist with filling prescriptions for depression and anxiety.
- Sparkpoint: Often in conjunction with PCC services, Sparkpoint assists students who are experiencing housing and food insecurities, as well as finding jobs.
- Dream Center: Undocumented students often experience mental health challenges; Therefore, the PCC makes sure to refer undocumented students receiving PCC services to the Dream Center to obtain residency and a tax ID number.
- Puente: The PCC offers regular Puente group sessions to motivate students to stay focused toward their academic and career goals.
- AANAPSI: The PCC is working on fulfilling the needs of this grant, which includes a mental health support component for students in this demographic.
- VROC: PCC also receives regular referrals of Vets returning to school, who require gaining coping strategies for PTSD and other mental health challenges they have acquired during their time in the military.
- CARES Team: The CARES team will often refer students to the DRC who are struggling with their academics.

Off-campus partnerships:

- County of Mental Health: The district has an MOU with the county so that the PCC can refer students who need more intensive care to the county.
- Department of Rehabilitation (DOR): The PCC often refers students with disabilities to the DOR to assist with providing financial assistance for school, private tutoring, and other vendors that can offer assessments that the PCC cannot conduct (ex: ADHD, ID, psychosis, etc).
- Timely CARE: The district has an agreement with this vendor that has helped us connect students to 24/7 virtual mental health supports outside of our business hours.
- The PCC has informal partnerships with different community-based agencies that provide mental health services in the community. The Peninsula Family Services and Children's Health Council are two organizations the PCC has informal partnerships for referrals.

### 6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

We have Spanish speaking and bi-cultural therapists for students, especially our first-generation students who are from Hispanic backgrounds. The PCC also has bi-cultural therapists that understand the first-generation experience is essential to provide a cultural match for students supports. Additionally, the PCC has one Asian personal counselor trainee available for our AANAPISI students who prefer to see an Asian therapist. Lastly, the PCC is also collaborating with the AANAPISI project to create workshops and events specifically designed for our AANAPISI students.

## Looking Back

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### 7- Describe major accomplishments since the last program review cycle.

We began offering two virtual evening therapy sessions for students. We hired more counselor trainees who are bilingual in Spanish and are also bi-cultural. Like our sister colleges, we also began paying hourly wages to our trainees to entice more highly qualified grad student candidates to apply to our campus for their internships.

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**a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?**

We have a therapist who has been trained to work with students with learning differences, as well as bilingual therapists who can offer therapy sessions in Spanish. Our bi-cultural therapist also provides specialized support to students who have recently migrated to the United States.

**8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?**

One major challenge is not being able to hire another full-time personal counselor. We had a failed search but we are in the process of beginning a new search. Our only full-time personal counselor currently covers the daytime shifts. But until we can hire another full-time personal counselor who can supervise trainees, we will not be able to offer Friday appointments and in-person evening appointments.

Another challenge is the lack of space (which was requested by the DRC) last year. Since PCC counselors have to share space with the DRC counselors, there is not enough space to hire more trainees and have all therapists come in person daily. Not having enough therapists in-person has impacted the ability to expand in person mental health services (ex: offer drop ins every day, offer appointments on Fridays, offer more in person workshops, etc).

Both of these challenges have contributed to the continuation of equity gaps, because students (especially students with mental diagnosis without medical insurance and CWA students) continue to experience long wait times to see a personal counselor, are not offered drop in time daily, and are not offered in person evening appointments.

## Impact of Resource Allocations Process (250 word limit)

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**9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.**

The DRC has requested a separate space from the PCC due to lack of space, which will continue to be an ongoing request so that counselors in both programs can be on campus daily and not have to share offices.

**a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?**

Because the PCC has to share a space with the DRC counselors, we cannot have all therapists come in person on a daily basis. Therefore, the impact that this has caused are longer wait times for students to see a therapist, potential impact on retention rates, and impact of students not receiving their academic accommodations in a timely manner from the DRC.

**b. What have you been unable to accomplish due to resource requests that were not approved?**

The PCC is unable to offer drop ins daily because we cannot fit ample number of therapists in the office on a daily basis. Therefore, the appointments are necessary for students to be guaranteed to see a therapist.

**c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?**

This lack of space especially impacts the wait times to see a personal counselor for our students who are registered with the DRC or are in the process of registering with the DRC. The DRC often relies on the PCC to provide documentation of mental health challenges, so that the DRC can offer academic accommodations in a timely manner. Without documentation from a therapist, the DRC cannot offer academic accommodations for students who do not have health insurance, which impacts the retention rates of students with disabilities.

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### SAOs and SLOs (100 word limit)

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10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

The PCC has no SAO's to report this program review period because none were submitted on behalf of the PCC at the last program review.

11- Describe how your program assessed your SAOs and/or SLOs.

NA

12- Summarize the findings of your program's SAO/SLO Assessments.

NA

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to

NA

b. How did your program's SAO/SLO assessment address antiracism?

NA

c. How did your program's SAO/SLO assessment address equity?

NA

### Looking Ahead

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#### SAOs and SLOs for the Next Review Cycle (100 word limit)

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13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

1. Reduce wait times by 50%: Offer wait times that do not exceed 5 business days for students to see a therapist staff member in person.
2. Increase in-person appointments by 50%: Offer more in person in-person appointments, especially evenings and Fridays.
3. Offer at least 4 events a year that promotes mental health and diversity on campus.

Opportunities for improvement will be identified by student feedback and continued data collection. The PCC will address the opportunities for improvement by amending procedures to fit the needs and demands of students. The PCC will continue to be an advocate for anti-racism by making sure all of our policies and procedures are inclusive and are services are accessible. Equity will be addressed by increasing drop in availability and appointment availability in the evenings, especially for the CWA students.

#### Program Improvement Initiatives/Resource Requests (250 word limit)

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14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

Changes that can be implemented to improve the PCC program include:

- Under the supervision of a second full-time personal counselor, the PCC can offer in person evening appointments for the CWA students.
- Having more office space can improve student access to more in person appointments on a daily basis.

Action plan:

- Support DRC's continued resource request to move out of the shared office space with PCC.
- Hire a second full-time personal counselor with a medical degree (psychologist or psychiatrist) to help

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students without medical insurance to be assessed for mental health disabilities.

- Coordinate with divisions to offer staff and faculty mental health awareness workshops that includes best practices when working with students with mental health disabilities.

### 15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

The PCC will address the opportunities for improvement by supporting DRC's resource request to move out of the shared space, work with the Health Center to ensure there is an Office Assistant to greet students in person during all business hours, and hire a secondary full-time Personal Counselor.

#### a. What additional antiracism training do you/your program need in the upcoming year?

In order to eliminate disparities in mental health treatment, the PCC team can benefit from receiving racially-informed therapy training through the Institute for Antiracism and Equity in Mental Health. Additionally, other organizations that offer trainings and resources that could be beneficial to the PCC staff are:

- Anti-Racism Toolkit through the American Counseling Association
- Culture and Mental Health Disparities Lab
- Training in Neurosequential Model in Education
- Training Neurosequential Model of Reflection and Supervision Training
- Clinical trainings from the Eikenberg Academy for Social Justice
- Continued data collection to determine the areas that students need the most support.
- Continue expanding training in trauma-informed practices for PCC providers.
- Continue training in cultural respectful assessments and measures.

#### b. What research or training will you need to accomplish these plans?

- Continued data collection to identify the areas that students need the most support.
- Continue expanding training in trauma-informed practices for PCC providers.
- Continue training in cultural respectful assessments and measures.

#### c. What supplies, equipment, or facilities improvements do you need?

Supplies/equipment the PCC will need include:

- Kiosks around campus, so students can sign up for mental health supports on and off campus from various locations on campus.
- Ipads in all therapy offices to conduct assessments (ex: suicide assessment) and complete required forms for the PCC (ex: consent forms).

Improvements we will need include:

- More office space, so all therapists can be available in-person every day.
- Equipment for a quiet and regulation room including Biofeedback equipment that supports students with stress regulation and stress reduction.

**If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

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