

Student Services Annual Plan

SS Program Title

Wellness: DRC, Psych Services and Health Center

Date Submitted

3/25/2014

Contact Person

Blok, Regina

Executive Summary

Disability Resource Center

The Disability Resource Center (DRC) is a service oriented department which supports Canada College students who have a documented disability 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.

Psychological Services

Psychological Services is a service oriented department which supports Cañada College students by providing personal counseling, crisis intervention and management, educational workshops relevant to student success, outreach and community referrals. The Psychological Services Department is aligned with the College Educational Master Plan in the areas of retention, persistence and completion.

Program Mission and Vision

Disability Resource Center

It is the mission of the DRC to assist prospective and enrolled students with access to Canada College by providing disability support services including: assistive technology, alternate media, and academic accommodations.

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.

Psychological Services

The mission of the Psychological Services Department is to provide personal support and counseling to enrolled students at Cañada College. Aligned with the college's mission, the psychological services 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. Psychological Services 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 Psychological Services Department 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.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- Career-Technical Education
- Basic Skills
- Transfer
- Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- Quality of Academic Life
- Diverse Culture
- Personal Support and Development of Students
- Student Success Programs
- Innovative Programs Preparing Students for the University
- Innovative Programs Preparing Students for the Modern Workforce
- Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

Disability Resource Center

Data collection within the Disability Resource Center is gathered each semester per required State regulation and submitted to the Chancellor's office in Sacramento via the SMCCCD/MIS system. A separate internal office data base is also utilized in Excel format for purposes of "checks and balances" with the District's Banner data base. By using extraction filters within these two data methods, data on persistence, retention and completion is gathered.

Psychological Services

This department would like to gather important data related to our services such as persistence, transfer and completion rates as well as service utilization and student satisfaction and needs assessment data. We have been unable to do so due to the fact there is only one part-time faculty member in the Director position and priority has been given to direct service to students, faculty and staff.

The qualitative data observed and reported by students includes:

- Significant increase in the utilization of services
- Stress and anxiety reduction(including test anxiety)in students
- Improved academic performance
- Reduction in symptomatology (e.g. depression, anxiety, poor confidence and self-esteem, attentional problems, poor social skills)
- Improved problem solving skills and stress management

A questionnaire was given to students at the end of each stress management workshop. Students were asked to evaluate the value of the information presented.

Reflection on Data: *Provide a reflection on what the data means*

Disability Resource Center

The data required by the CCCO provides a concise and clear method of the number of students registered with the DRC, the type of documented disability and the type and number of service contacts each student has with the DRC office every semester.

Psychological Services

Having the resources to gather data would be very valuable to this department and the campus at large. The qualitative data reflects the great need on campus for our services and reflects the need for increased availability of therapists. It also shows students clearly benefit in many important ways when they access the support we provide. The questionnaires given post stress management workshops provided very positive data indicating students found the information both relevant and valuable.

Accomplishments: *List any program major accomplishments*

Disability Resource Center

Academic advising was provided by an adjunct counselor for 6 hours each week during the fall and spring semesters. Additional advising hours were provided during summer 2013. The adjunct counselor attended the CCC mental Health & Wellness Association Conference and the UC Ensuring Transfer Success Workshop for CC Counselors.

In-service for all District college faculty and staff on the subject of students with Asperger's/Autism spectrum disabilities was provided in March 2013 by Jane Thierfled Brown a nationally known and published speaker on this topic. This 2.5 day event was sponsored by the Canada College DRC and CIETL offices. A total of 54 faculty, staff, parents of students and advocates attended the 4 workshops

Individual consultation to administration and faculty was provided in the areas of learning strategies, mental health/Autism spectrum behavior issues surfacing in classrooms.

Evening presentation to Sequoia Union HS District parents and Special Education teachers about DRC services in March, 2013.

The Alternate Media Specialist, IA 2 and 4 student assistants produced the following requests: Summer 2013, 12,000 pages of text book and exam materials; Fall 2013, 57,040 pages of text and exam materials (an increase of 20,000 pages from Fall 2012); Spring 2014 (to date) 25,000 pages of text book and exam materials.

DRC staff proctored the approximate number of exams: Summer 2013, 120; Fall 2013, 355 exams; Spring 2014 (to date), 327 exams. The IA2 monitored daily use of the Alternate Media Lab by an average of 7 students/day.

Psychological Services

Individual personal counseling was provided for a maximum number of students a week both on an appointment basis as well as crisis counseling. Fall 2013 semester had 85 requests from students and approx. 36 sessions/week were provided by the psychologist and 3 interns. Spring 2014 semester (to date) has documented 72 requests with 30 sessions/week provided by the psychologist and 1 intern.

Recruited and supervised three highly competent post master's interns to provide many additional hours of counseling services to students.

Provided consultation to administration, faculty, staff and security regarding students with behavioral and/or mental health problems.

Presented a workshop on Stress Management for students. Presentations given: open workshop for all students, EOPS/CALWORKS, and International Students.

Presented a training for faculty on At-Risk Training to facilitate improved awareness and intervention with students in distress. (Kognito Interactive)

Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

Disability Resource Center

The addition of a part time IA2 to assist with the very large number of alternate media requests has resulted in both a higher rate of completing requests and students receiving their materials sooner. The IA2 assists with the more repetitive alternate media tasks and maintenance of the required State documentation. This allows the Alternate Media Specialist additional time to provide an increased number of Kurzweil, Dragon, and Echo Pen training sessions and workshops for DRC students. The AM Specialist is also able to devote additional time to complete the more detailed and specialized media requests from students without banking large number of OT hours.

Psychological Services

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.

Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

Disability Resource Center

The Disability Resource Center would like to increase the number of PT Counseling hours from 6/week to 9/week. The DRC would also like to add a PT Learning Disabilities Specialist/Evaluator for 12-15 hrs./week.

Psychological Services

Psychological Services would like to see an increase in the number of service hours available for students to receive personal counseling. This would necessitate the hiring of an additional licensed therapist or increasing the Director position to full-time (which is the case at both CSM and Skyline).

We would like to offer more workshops to students to support their many needs. We would like to be part of forming a formal Crisis Action Team on campus as well as increase training for faculty on adequately addressing at-risk students.

Student Learning Outcomes:

Describe your student learning outcome and the results you have from last year as follows:

Student Learning Outcome

Assessment Results

Evidence/Analysis

Use of Results

SLO for Next Year

Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

Disability Resource Center

The Student Learning Outcome (SLO) for this academic year was retained, and slightly revised (in bold) from the previous year: DRC student will be able to identify an educational goal, **choose a major**, and develop an updated SEP with the DRC, TRio, EOPS, or a General Counselor.

A brief survey, in paper format, of DRC students was conducted at the end of each semester. Only 15% of students completed the survey with 90% of these students indicating that they had updated their SEP, and could name their major and educational goal. Upon reflection, and noting the small number of surveys returned, a decision has been made to change the survey format from paper to digital (email attachment to all DRC registered students) with a return to a generic DRC email address. A review will be conducted to see if the survey return results increase by a larger percentage. This format change will take place starting fall 2014.

Psychological Services

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.

SLO Changes: *If you are changing your SLO(s), please describe why*

- Keep same one(s)
- Created new one(s)

SLO Changes: *If you are changing your SLO(s), please describe why*

Disability Resource Center

The SLO is being revised/changed to add the phrase "choose a major" to the existing SLO from last year

SLO Relationship to Strategic Directions: *Check each of the college's Strategic Directions that your SLO addresses*

- Teaching and Learning
- Completion
- Community Connections
- Global and Sustainable

SLO and Strategic Directions: *Describe how your SLO relates to the strategic directions*

N/A

SAO Action Plan:

List your SAO for the upcoming year and describe the Following:

Student Learning Outcome

Activities to Achieve the SLO

Assessment Measures

What do you expect to learn

Disability Resource Center

The SAO for the DRC for the next academic year is: to increase outreach activities with clients of the Department of Rehabilitation and students with disabilities at the Sequoia Union HS District. This will be achieved by participating in an increased number of information and career fairs with each organization. Additional in-service activities sponsored by the college DRC and CIETL will also be offered to the DOR case managers/counselors and Sequoia special education faculty.

Psychological Services

The SAO for Psychological Services for the next academic year is: increase outreach activities with students in all sections of both Career 137 and Career 401 (linked to the College Success Learning Community Course). This will be achieved by giving a stress/anxiety management presentation to increase knowledge and build skills. A pre and post questionnaire will be given to assess the value of the information for students.

Service Area Objectives:

Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

The DRC did not assess an SAO for this academic year

Service Area Objectives: Next Year

Describe the Service Area Objectives for next year:

Service Area Objective

Activities to be Conducted

Assessment Measures

Why this was selected

Disability Resource Center

The activities described above will be measured by pre-post test questions to document knowledge gained by attending DRC & CIETL workshops and in-service activities.

Relationship to EMP Teaching & Learning: Check any EMP Teaching and Learning Objective that relates to your Service Area Objective

- 1.1 Assess SLOs
- 1.2 Flexible course scheduling
- 1.3 Professional development
- 1.4 Student engagement
- 1.5 Facility Planning

Relationship to EMP Completion: Check any EMP Completion Objective that relates to your Service Area Objective

- 2.1 Connections and outreach
- 2.2 Assessment testing
- 2.3 Orientation
- 2.4 Student pathways
- 2.5 100% FAFSA
- 2.6 Intentional counseling
- 2.7 Basic skills effective practices
- 2.8 Mentorships
- 2.9 Degrees and certificates
- 2.10 Career center
- 2.11 Transfer center
- 2.12 Monitor student success

Relationship to EMP Community Connections: Check any EMP Community Connections Objective that relates to your Service Area Objective

- 3.1 Community outreach advisory group
- 3.2 Community advisory group
- 3.3 Service learning
- 3.4 Contract education

Relationship to EMP Global and Sustainable: Check any EMP Global and Sustainable Objective that relates to your Service Area Objective

- 4.1 Sustainability and Social Justice groups
- 4.2 International and University Centers
- 4.3 Sustainability in the curriculum
- 4.4 Sustainability awareness

Resources: Faculty and Staff:

Describe your new staff needs:

Position Title

FT/PT (%)

Rationale

Disability Resource Center

One .50 academic counselor to assist with SEP, academic accommodation formatting, and early alert persistence and retention efforts for DRC students

One .48 Learning Disability Specialist/Evaluator to provide review of LD evaluations received from external sources (eg. high schools) and to conduct first-time LD evaluations for Canada College students.

One 1.0 FT OA2 to provide assistance and support for students accessing DRC and Psychological Services

One .48 IA2 permanent position to provide continued support and tech assistance for the Alternate Media Specialist

Psychological Services

One .50 licensed MFT to assist in providing personal counseling for the increasing number of students requesting services. In addition, this will allow time for the Director to facilitate the formation of a Crisis Action Team, increase outreach to students and education/mental health awareness, increase outreach/education to faculty and staff regarding student mental health issues. This will also facilitate best practices overall in student-oriented psychological services.

Resources: Professional Development: *List your area's professional development needs*

Disability Resource Center

Release time and funding for the Alternate Media Specialist and IA2 to attend 1 conference or workshop on new technology and AM accommodations is requested.

Release time and funding for the PT academic counselor to attend 1 local and 1 state or regional workshop or conference on Title 5 policy or ADA practices and legal responsibilities is requested.

Release time and in-service training for the OA2 in the areas of advanced Banner financial, DRC annual report preparation and 1 local or regional workshop on ADA practices and legal responsibilities is requested.

Funding to support FLEX Day/In-service training for college faculty and staff on the topic of managing the behavior of disruptive students in classrooms and offices is requested.

Psychological Services

Funding for the Director of Psychological Services to attend 2 local seminars on topics such as: working effectively with psychological issues of college age students, multi-cultural awareness, effective brief therapy etc.

Funding and support for FLEX Day/In-service training for college faculty and staff on awareness of psychological distress and at-risk students as well as how to intervene. This includes crisis intervention and suicide prevention.

Resources: Equipment: *Describe the equipment you need*

N/A

Resources: Technology: *Describe the technology equipment you need*

N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

A request to have the Office of Institutional Research provide the DRC with data on the current retention, persistence and graduation rates of DRC students

Facilities Requests: *Describe facility requests you have*

1-2 offices with confidential access are needed for the PT Counselor and LD Specialist.

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*

N/A