

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Program: Student Mental Health (Grants) (Workforce Economic Development & Community Programs Department):

Planning Year: 2013-2014

Last Year CPPR Completed: N/A

Unit: Workforce Economic Development & Community Programs (WED&CP)

Cluster: Workforce & Economic Development

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about Student Mental Health

- **Program Mission Statement**

The mission of the Student Mental Health Program is to increase capacity and access for students who struggle with mental health challenges. Through intensive staff and faculty trainings around how to better serve this student population the college is learning warning signs, triggers, intervention skills, and how to make appropriate referrals. To help facilitate this shift in the college's culture of supporting this student population, a restructuring of the Student Incident Response Team is paramount. Through redefining certain policies, procedures and intervention strategies the SIRT will be better able to support students in need as well as prevent campus violence. In addition to these two components, a peer to peer resource structure is also in place as a student-run club on campus called Active Minds. Active Minds is a National organization and Cuesta is a chapter; the mission of Active Minds is to increase awareness and decrease stigma around students that suffer from mental health challenges.

History of the Programs

The Student Mental Health Program began in August of 2012 through a campus-based grant from the California Community College's Chancellors Office (CCCCO). The funding lasts through June 2014. The CCCCCO was awarded funding from the California Mental Health Services Authority (CalMHSA) to focus on prevention and early intervention strategies which address the mental health needs of students within the community college setting. Advanced collaboration between educational settings, county services and the community at large are part of the structure of the Student Mental Health Program. The California Community College Student Mental Health Program (CCC SMHP) is a partnership between the CCCCCO and the Foundation for California Community Colleges (FCCC). There are four main components of the CCC SMHP: statewide training and technical assistance, suicide

prevention training for faculty and staff, campus-based grants (CBG), and program evaluation. Cuesta College's Student Mental Health Program fits into the campus-based grant component. The title of our grant is: "Creating Spaces: Supporting Students with Mental Health Challenges". The staff and faculty trainings that are offered are Student Mental Health 101, Boundaries 101, Mental Health First Aid and an online interactive training called At-Risk: Helping Students in Distress. The first two trainings were developed by the program coordinator. Mental Health First Aid is a 12-hour evidence-based training that is provided by a local agency, Transitions Mental Health Association. The online training is available through the CCC SMHP and Kognito Interactive.

The Student Incident Response Team was initially comprised of administration from Student Services, and staff and faculty from Counseling, the Health Center, DSPS, EOPS, and Public Safety. After attempting to get this team up and running it was determined that a different approach was needed. This approach will be two-fold; the Vice President of Student Services office will continue to manage the Incident Reports and work with students in the capacity of discipline and behavioral contracts (focusing more on crisis response) while an additional team called the Campus Wellness Student Support Team will work to help bridge the gap between staff and faculty who have concerns for their students' mental wellness. It has been well observed that staff and faculty have been hesitant to complete an Incident Report when they are only concerned about a student's mental health and then the observations mostly go undocumented and reported. Our hope is that by having a team dedicated to this specific cause, the campus will have a direction to go when they have a student mental health concern. All these concerns will then be worked through at monthly meetings and reported to the VPSS office. A revised version of the current Student Incident Report is being drafted to include not only the behavioral incident section but also a portion on student mental wellness concerns. This way the form is streamlined and easy to access for the entire college body.

The peer-to-peer resource structure, Active Minds, is comprised of students who would like to make a difference within their campus community through mental health advocacy, events and outreach. These students attend bi-monthly club meetings, help with club promotion and help the coordinator and advisor with campus events.

The Student Mental Health program serves the traditionally underserved population that identifies with having a mental health challenge. This population has to cross many barriers to learning and succeeding in

college and the goal of this program is to give them the support necessary within the college environment to both attend and succeed in college. This program helps facilitate a shift in the college culture by making Cuesta a safe place to learn and become an active member in society through getting an education. By educating staff and faculty around how to better serve this population through prevention, intervention and referral training, the campus becomes a safe place to be whether a student struggles with mental illness or not.

The successful implementation of the Student Mental health program has lead to strong partnerships with both on-campus and off-campus stakeholders. On-campus partners include; the Vice President of Student Services department, DSPS, EOPS, CalWORKS, Veteran Affairs, Counseling, the Health Center, and Student Life and Leadership. Off-campus partners include; Transitions Mental Health Association, SLO County Behavioral Health, and NAMI.

This Program Review was conducted by Matthew Green, Kelsey Kehoe, Emily Schuler, and Nanette Piña

- **Faculty & Staff:** WED&CP Supportive Services does not have any faculty. Current staff include:
 - Full-time staff**
 - Matthew Green, Director
 - Kelsey Kehoe, Wellness Arts Program Coordinator
 - Emily Schuler, Fiscal Analyst
 - Nanette Piña, Division Assistant
 - Part-time Permanent Classified Staff**
 - Alysha Nye, Clerical Assistant II (Temp)

B. Program Objectives: Broad Statements about what the program will accomplish - its anticipated development and achievements.

The Student Mental Health program will accomplish various objectives within the three components of the grant. Through the extensive staff and faculty trainings there will be a number of methods used to facilitate the objective of increasing staff and faculty knowledge of how to better understand and work with students who struggle with mental health challenges through learning warning signs, triggers, intervention skills, and how to make appropriate referrals. The coordinator developed trainings of Student Mental Health 101 and Boundaries 101 will be administered throughout the academic school year during multiple flex-day activities and at department meetings.

The trainings are also going to be uploaded onto the Creating Spaces webpage, which is within the Cuesta website, and these trainings will be able to be taken online; the online version will have a pre and post test portion so we know who takes them and how much they have learned. In addition to these trainings we will also host at least one Mental Health First Aid training per semester, with one being at the North County campus. Along with this training we will also be training 8 key staff and faculty to become trainers of Mental Health First Aid so it can become institutionalized within our campus. Also planned for the Fall 2013 semester are two trainings that Cuesta will host and they will be provided through the CCC SMHP and these are "Welcome Home Veterans" and "Best Practices for Campus Threat Assessment". As part of the grant requirements Cuesta will also host a Regional Strategizing Forum where both campus and community stakeholders will come together for a day of collaboration, information sharing, and networking in order to further help Cuesta accommodate and understand its student population that has mental illness. Throughout the life of the grant Cuesta also has access to the online interactive training called, At-Risk: Helping Students in Distress. This training is advertised throughout the year during the live trainings, on our webpage and through all-employee emails sent out every few months. In addition to the above mentioned trainings the webpage also has extensive resources, links, information and updates on it for both staff/faculty and the student body.

The objective of implementing the Campus Wellness Student Support Team will continue to develop through collaboration with the VPSS office and the Wellness Arts Program Coordinator. There will be initial meetings to underline what steps need to be taken in order to introduce this team in the Fall 2013 academic year. The Vice President of Student Services office will continue to manage the Incident Reports and work with students in the capacity of discipline and behavioral contracts (focusing more on crisis response) while the Campus Wellness Student Support Team will work to help bridge the gap between staff and faculty who have concerns for their students' mental wellness. It has been well observed that staff and faculty have been hesitant to complete an Incident Report when they are only concerned about a student's mental health and then the observations mostly go undocumented and reported. Our hope is that by having a team dedicated to this specific cause, the campus will have a direction to go when they have a student mental health concern. All these concerns will then be worked through at monthly meetings and reported to the VPSS office. A revised version of the current Student Incident Report is being drafted to include not only the behavioral incident section but

also a portion on student mental wellness concerns. This way the form is streamlined and easy to access for the entire college body.

The peer-to-peer resource structure, Active Minds, objective of increasing the campus awareness and support for students who struggle with mental health challenges will be met through holding bi-weekly club meetings, promoting the club, and preparing for and delivering campus student mental health events. A yearly Mental Health Awareness Week is planned for May 2013 and May 2014 and the Active Minds members assist the coordinator with the planning and implementation. In addition to the Active Minds club, we plan to launch a program called Mental Health Ambassadors in Fall 2013. These ambassadors will promote student mental health through classroom presentations and outreach on campus. They will be given stipends for their time and commitment. A student mental health video will also be created and launched in Fall 2013. This video will highlight the student services on campus, focusing on those that specifically address student mental health along with footage from previous mental health campus events and interviews with students. The video will be sent out to all students, shown during the Connect at Cuesta new student orientation, be accessible on Cuesta's website and all staff/faculty will be sent the link with the hope they will either show it in their class or promote it to the students they come in contact with.

C. Program Outcomes

- 1) Upon successful implementation of the various student mental health trainings, Cuesta College staff and faculty will have the knowledge and tools to better understand and educate the student population that struggles with mental health challenges.
- 2) Upon successful implementation of the Campus Wellness Student Support Team in collaboration with the Vice President of Student Services Office, the Cuesta College community will feel supported when they have a mental health concern about a student that needs to be addressed.
- 3) Upon successful implementation of the peer-to-peer resource structure, Cuesta College students will be aware of the effects of mental health on campus, the support services available and the opportunities to be an advocate in stopping stigma and discrimination.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND INSTITUTIONAL OBJECTIVES

Institutional Goals 2012-2016

1. San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

The Student Mental Health program enhances the college's goal of promoting successful completion of transfer requirements, degrees, certificates, and courses by promoting student mental health through staff and faculty trainings, a campus wellness support team and a peer-to-peer resource structure in order to give students the support structure they need to attend and succeed in college despite what mental health struggles they face. National surveys show that stress is the leading cause for student drop-out and this programs aims to give Cuesta students the support structure needed to continue and maintain their education.

2. San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

The Student Mental Health program helps build a sustainable base of enrollment by effectively responding to the needs of the community and by actively collaborating with community agencies that support mental health advocacy. The local community now understands, through the help of this program, that Cuesta is a supportive and safe place for students to learn despite what mental health challenges they have. The community is aware of the active role Cuesta is taking to educate its staff and faculty around working with this population, the implementation of a campus student wellness team to insure safety and support as well as decreasing stigma and increasing awareness through the peer-to-peer resource structure.

3. San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

The Student Mental Health program participates in a variety of committees and participates in governance and decision making processes as appropriate.

4. San Luis Obispo County Community College District will implement, assess, and improve its integrated planning processes.

The Student Mental Health program helps with the implementation, assessment and improvement of the college's integrated planning process by conducting programmatic reviews every year and every three years.

5. San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

The Student Mental Health program was developed and is sustained with the involvement of numerous community and state partners, in particular Transitions Mental Health Association and the CA Community Colleges Chancellors Office. Community partners helped and continue to help clarify community need; identify program objectives; shape program content and delivery; provide funding and other resources; assist with outreach; and provide student referrals. A common feature of the

Student Mental Health program is that it gives high priority to providing a safe and caring environment and addressing the particular needs of the special population participating in it.

III. PROGRAM DATA ANALYSIS AND PROGRAM SPECIFIC MEASURES

A. The data gathered in this program is specifically in regards to the staff and faculty trainings. In collaboration with the California Community Colleges Student Mental Health Program and the Center for Applied Research Solutions (CARS) we have direct access to training assessments and evaluations. The CCC SMHP houses this data and uses it to show the efficacy of what the individual campuses are doing. Cuesta does have the data around how many trainings have been offered and how many staff and faculty have participated since August 2012. Below is a chart with this information.

Training Name	Number Trained (8/12-6/13)
Student Mental Health 101	61
Boundaries 101	12
Mental Health First Aid	22
At-Risk: Helping Students in Distress	85
General Student Mental Health Information	265
TOTAL	445

IV. PROGRAM OUTCOMES, ASSESSMENTS, AND IMPROVEMENTS: NARRATIVE

a. A summary of program outcome 1 (Staff and Faculty trainings) is that within the initial year that this grant has been in place 445 staff and faculty have been impacted by some student mental health training or presentation. Since the number of staff and faculty that are employed by Cuesta College is approximately 765, we have

impacted over half of the college body. With one year left to administer this outcome, we hope that almost all the college body will be trained in some form. Certain improvement efforts for this program outcome consist of trying to get more faculty members trained. There has been a lower number of faculty taking the trainings offered, so new strategies to get their buy-in and get them trained will be employed in the Fall 2013 semester. These efforts consist of targeting Department and Cluster meetings and providing lunch as well as offering more trainings on flex-days. In addition, we hope to be highlighted again at the Fall 2013 and or Spring 2014 Opening Day so we can have a wider audience impacted by our student mental health information.

- b. A summary of program outcome 2 (Campus Wellness Student Support Team) is that despite some bumps along the way, the vision and structure for this team is still being developed and there is continued support from the Vice President of Student Services office. Certain improvement efforts within this program outcome are streamlining the intervention team to be more of a campus mental wellness team that collaborates with the VPSS office and more specifically the Resolution Specialist. After reviewing the various behavioral intervention teams that other community colleges have, it has been determined that Cuesta needs a team to help support the VPSS office in order to help facilitate the mental wellness aspect as well as helping with quality control and a wraparound approach.
- c. A summary of program outcome 3 (peer-to-peer resource structure) is that this outcome has been more challenging than expected. Retaining the "officers" of the Active Minds club was very difficult due to their various mental health challenges and retaining club members was also a challenge. New approaches are going to be taken for the upcoming academic year. These consist of adding an additional component of Student Mental Health Ambassadors as well as holding various meeting times so club meetings are accessible to all those interested. The ambassadors will be spokespeople and advocates for the Student Mental Health Initiative and be active in promoting awareness and decreasing stigma on campus. We will be incorporating an existing model that another SMHP college is using. At the start of the Fall 2013 semester, applications for these positions will go out to all students. Those applicants will be interviewed and selected based on readiness, organization skills, commitment level and overall appropriateness for the positions. These ambassadors will serve for a semester and will receive a stipend based on their level of involvement and number of students impacted. We hope that through this official

process we will get more commitment and also promote the SMHP and Active Minds club to the greater student body. Another challenge we have faced within this outcome is the stigma associated in being a part of the Active Minds club. We hope that through the Student Mental Health Ambassador program the stigma will dissipate and students will become involved based on their interest in promoting a positive mental health culture on their campus.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES:

- A. Regulatory changes
Since the passage of Proposition 63, also known as the Mental Health Services Act, in 2004, efforts have intensified across the state of California to build awareness and capacity to accommodate and serve individuals with mental health challenges in institutions, including at the Community College. The Wellness Arts program and course, as proposed and developed, allows Cuesta College to meet the growing expectation to increase its knowledge of mental health issues and its capacity to serves students with mental health challenges.
- B. Externally this program will be funded until June 2014.
- C. No anticipated student demographic changes.
- D. As the economy and workforce continue to change it will be ever more important to ensure that students are mentally well-balanced and feel supported by their college.
- E. Technology and data retrieval are both very important for the documentation of this program's efficacy. Being able to track the number of staff and faculty trained is a grant requirement and deliverable.
- F. No distance Education impact on services.
- G. Providing Service to multiple off-campus sites through holding trainings at both NCC and SLO campuses as well as holding Active Minds meetings at both sites.
- H. No anticipated staffing changes.

VI. PROGRAM DEVELOPMENT FORECAST:

- A. Forecasted program development within the staff and faculty trainings is that more trainings will be offered and more directly at department and cluster meetings in order to target a larger faculty population. In addition, the launching on the two trainings developed in an online form via the Cuesta website is also in the forecast- this component will help insure the sustainability of the trainings after the funding is over. Within the Campus Wellness Student Support Team forecast is continued development and

collaboration with the VPSS office and launching the new team in Fall 2013 so all staff/faculty are aware of the team and new forms being used. The peer-to-peer resource structure will take on a new aspect in the form of the Student Mental Health Ambassadors.

- B. Plans for improvement have been detailed in section I-IV.
- C. Support for institutional goals and objectives will be through the continual assessment of the program through the data analysis collaboration with the SMHP and CARS.
- D. Student and program outcomes evaluation will be through data analysis collaboration with the SMHP and CARS.
- E. Recommendations from external agencies come in the form of support for the Student Mental Health Program and a hope that Cuesta will be able to continue the efforts after the funding is over.
- F. New service coordination and collaboration-internal and external programs- N/A.
- G. Anticipated job description revisions based on program changes- after the funding is over it would be very beneficial for the college to find some capacity to keep a facilitator in the Student Mental Health role. This position is currently providing all the live trainings, is helping develop the Campus Wellness Student Support Team and is the advisor for the Active Minds club. With the position gone, these three components will also go away.
- H. Staff training/professional development needs- through the development of uploading the trainings online, they will become sustainable even after the funding is over. In addition, with the training of Mental Health First Aid trainers, which will consist of certain key Cuesta staff, these trainings will be able to continue as long as the trainers provide them.

VII. OVERALL BUDGET IMPLICATIONS

- A. Personnel- all costs covered by the grant through June 2014
- B. Equipment- all costs covered by the grant through June 2014
- C. Technology- all costs covered by the grant through June 2014
- D. Facilities- all costs covered by the grant through June 2014

Attachment A

Cuesta College Student Learning Outcome_ACSK 093A_Spring 2012

Course: ACSK 093A

CRN 32675

Year: 2012

Term: Spring

Q1

Response	Frequency	Percent	Mean: 4.67
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	1	11.11	
Fairly Well	1	11.11	
Very Well	7	77.78	
Missing	0	0.00	

Q2

Response	Frequency	Percent	Mean: 4.44
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	2	22.22	
Fairly Well	1	11.11	
Very Well	6	66.67	
Missing	0	0.00	

Q3

Response	Frequency	Percent	Mean: 4.56
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	1	11.11	
Fairly Well	2	22.22	
Very Well	6	66.67	
Missing	0	0.00	

Q4

Response	Frequency	Percent	Mean: 4.56
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	1	11.11	
Fairly Well	2	22.22	
Very Well	6	66.67	
Missing	0	0.00	

Q5

Response	Frequency	Percent	Mean: 4.00
Not at All	0	0.00	
Slightly	1	11.11	
Somewhat	2	22.22	
Fairly Well	2	22.22	
Very Well	4	44.44	
Missing	0	0.00	

Q6

Response	Frequency	Percent	Mean: 4.25
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	1	11.11	
Fairly Well	4	44.44	
Very Well	3	33.33	
Missing	1	11.11	

Cuesta College Student Learning Outcomes and Assessment ACSK 093A Fall 2012

Course: ACSK 093A

Crn: 73074

Year: 2012

Term: Fall

Q1

Response	Frequency	Percent	Mean: 4.37
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	4	21.05	
Fairly Well	4	21.05	
Very Well	11	57.89	

Q2

Response	Frequency	Percent	Mean: 4.37
Not at All	1	5.26	
Slightly	0	0.00	
Somewhat	0	0.00	
Fairly Well	8	42.11	
Very Well	10	52.63	

Q3

Response	Frequency	Percent	Mean: 4.37
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	3	15.79	
Fairly Well	6	31.58	
Very Well	10	52.63	

Q4

Response	Frequency	Percent	Mean: 4.53
Not at All	0	0.00	
Slightly	0	0.00	
Somewhat	1	5.26	
Fairly Well	7	36.84	
Very Well	11	57.89	

Q5

Response	Frequency	Percent	Mean: 4.00
Not at All	0	0.00	
Slightly	1	5.26	
Somewhat	5	26.32	
Fairly Well	6	31.58	
Very Well	7	36.84	

Q6

Response	Frequency	Percent	Mean: 4.11
Not at All	1	5.26	
Slightly	0	0.00	
Somewhat	3	15.79	
Fairly Well	7	36.84	
Very Well	8	42.11	