

Non-Instructional Program Review

Program: Behavioral Health

Academic Year: 2023-24

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Executive Summary

The executive summary should focus on the highlights of the program. It is suggested to write this portion last after all of the other information has been gathered and addressed.

The Mental Wellness Program is implemented primarily through one LCC employee, the Behavioral Health Program Manager, who focuses mostly on providing students with one-on-one interventions, especially for those in mental health crises. However, the program also implements numerous student activities with the intention of promoting mental wellness and de-stigmatizing mental health. Over four successful events with more than 50 students per event were successfully executed in 2022-23. The program also took over “Home Sweet Home” a monthly event from Cougar Headquarters to help with homesickness and assist students in feeling connected to each other and the college.

Due to the activities and the Program Manager engaging with athletics, special programs, and students from different populations, the number and frequency of students seeking mental health services increased from the 2021-22, but with the more severe crises decreasing. The Behavioral Health Program Manager also co-chaired the Behavioral Intervention Team (BIT), which provides additional support to students after a mental health referral, as well as a venue for discussing mental wellness concerns from the campus community. Furthermore, the college purchased a program called TimelyCare starting in Feb 2022 that provides online medical and mental health services to students (up to 12 appointments per year.) This telehealth service is available 24/7 and has been able to provide mental health support for students on weekends and outside of the college’s normal hours of operation.

From the AUO assessments, it was determined that we needed to increase Mental Health training for the campus community, and not rely entirely on Lassen County to provide these trainings for the college. We learned that our efforts to promote and bring awareness about Mental Wellness services were quite successful with a high percentage of surveyed students, staff and faculty reporting good awareness of the availability of services on campus. Mental Wellness events were also well attended by students, and thus they will continue to be offered each year in addition to one-on-one and small group counseling and intervention.

SECTION 1: Program Overview

Program Overview, Program Objectives, Administrative Unit Outcomes

Program Overview

Describe the program (program purpose, funding source, employees assigned to the program).

The purpose of the program is to provide Mental Wellness supportive services, crisis intervention, trainings for the campus community, and activities that aid in prevention and destigmatization of mental health services. The program is primarily funded through Mental Health categorical funding from the California Community Colleges Chancellor’s Office. It is also partially funded through COVID Block Grant Recovery funds and Basic Needs funding.

Program Enrolment

Describe the number of students served by the program and any increases or decreases since the last NIPR. The chart below may be helpful to some NIPR programs.

Students below were those seen on a one-to-one basis as well as small groups for individual help or crisis intervention. We also implemented more than four mental wellness events that averaged between 50 to 85 students in attendance, but demographics were not tracked for those events. The program served a diverse population, but due to HIPAA and strict confidentiality guidelines, data for categories with fewer than five students served are not reported.

Program Headcount by Student Demographic	Year	Year	Year	Year
Age Group	2022/23			
17 and Under	Fewer than 5			
18 to 24	31			
25 to 49	25			
50 and Over	8			
Gender				
Female	39			
Male	26			
Unknown	Fewer than 5			
Ethnicity-Race-Ancestry				
American Indian or AK Native	Fewer than 5			
Asian	8			
Black or African American	Fewer than 5			
Filipino	Fewer than 5			
Hispanic or Latinx	9			
Pacific Islander	Fewer than 5			
Unreported / Unknown	10			
Multi-ethnicity	13			
White	23			

Program Objectives

Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals.

The program outcomes are aligned with ISLO 4 and Strategic Goals 3 and 4.

Current AUO's are:

1. LCC will establish a baseline percentage of students, staff and faculty aware of Behavioral Health services.
2. LCC will increase the percentage of students taking Safetalk training and staff/faculty taking ASIST training each year by 15%.

Evaluate Changes

Evaluate any changes in the program since the last NIPR. Include summary of Annual updates completed since the last review. Regular program assessment will drive program improvements.

This is the first NIPR.

Administrative Unit Outcomes

AUO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating AUO results regularly is helpful for evaluating the success and limitations of the program as well as identifying emerging program needs. There is a link between AUO assessment results, AUO improvement plans and review of budget requests. Regular program assessment will drive program improvement. These records are maintained in the P-Drive by the Institutional Researcher.

*Annually, employees are required to submit AUO assessment results.

- Assess the Administrative Unit Outcomes. Explain any challenges obtaining data, surprises in the data, successes and failures with AUOs.
- Many programs will have student data for retention, persistence, degrees earned, and certificates earned, etc., If this applies, modify the table below to meet the program needs.
- Based upon this assessment if applicable, make changes to the Administrative Unit Outcomes.
- The chart below may be helpful for some NIPR programs.

The current AUOs are as follows:

1. LCC will establish a baseline percentage of students, staff, and faculty aware of Behavioral Health services.

Measure: A survey will be used to assess student, staff, and faculty awareness of Behavioral Health services.

Target: The goal will be to increase awareness from the baseline year of 2022-23 by 10% each year

2. LCC will increase the percentage of students taking Safetalk training and staff/faculty taking ASIST training each year by 15%.

Measure: Collect data of students, staff, and faculty who have already participated in Safetalk and ASIST trainings to know the baseline from year 2022-23.

Target: Increase baseline percentage by 15% each year.

The results for AUO #1 was as follows:

According to the survey of 57 responses, 96% of faculty/staff reported that they are aware of some or most services offered. Of the 83 student responses, 88% of students surveyed reported that they were aware of some or most services offered.

The results for AUO #2 was as follows:

Unfortunately, there were no SafeTalk or ASSIST trainings provided due to the unavailability of County trainers for these programs. We did not meet this AUO. We will providing in-house trainings in the future, and will not be relying solely on County trainers to provide critical training for the campus community.

The following edits are being made to the AUOs based on the assessment results:

AUO #1—

Now that we have a baseline set from our first AUO assessment year, of 2022-23 we will set the following target for our #1 AUO...

Target: The goal will be to have 90% of students surveyed aware of “most services” and 95% of faculty and staff to be aware of “most services.”

AUO #2—

LCC will provide Mental Wellness trainings each year for students, staff and faculty.
Measure: Collect sign-in sheets to assess number of trainings and attendees each year.
Target: At least four (4) trainings offered a year, with more provided as needed or requested.

Due to the potential lack of Lassen County trainers on Behavioral Health issues, we will be prepared to offer trainings in-house by LCC. If County trainers are available, we will attempt to collaborate if possible.

Achievement

Based on your review of the data trends above (program persistence, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

In addition to one-on-one interventions, the program implemented numerous student activities with the intention of promoting mental wellness and de-stigmatizing mental health. Over four successful events with more than 50 students per event were successfully executed. An example was “Chalk It Out.” Students wrote on the sidewalk many positive messages and pictures in order to help spread kindness and encourage other students to seek out mental wellness services. Students socialized and participated in the event as well. The program also took over “Home Sweet Home” a monthly event from Cougar Headquarters to help with homesickness and assist students in feeling connected to each other and the college. Despite being unable to show a direct correlation between hiring our full-time program manager and a reduction in student mental health crises, we do feel there is some kind of connection, especially in the severity of the cases we’ve seen.

Equity

Based on your review of the data trends above (program persistence, retention, awards) please provide a narrative to outline opportunities to address any equity gaps.

The program serves a diverse group of students, from different ages, genders and ethnic groups. Our services appear to be accessible to all students without any groups underserved. Retention was not assessed. In the future, we may attempt to survey students on how satisfied they are with our mental wellness services and what affects they feel our services are having on their mental wellness and keeping them in school.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

The nature of the work is confidential and the Program Manager must comply with HIPAA and FERPA regulations as well as the requirements from the State of California Board of Behavioral Sciences to maintain licensure. These regulations are being strictly followed.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, AUOs, equity, student achievement, and institutional performance data.

Our Behavioral Health Program Manager meets regularly with her supervisor, the Dean of Student Equity and Special Programs. They work closely together to plan out student events and program services, evaluate the program, and implement any changes as needed.

Program Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

From the AUO's, we determined that we needed to increase Mental Health Training for the campus community, and not to rely on Lassen County to provide trainers, as they are not always available. A new AUO was created to ensure that at least four in-house trainings would be conducted per year, even if County trainers are not available to utilize.

We also learned that our efforts to bring awareness about Mental Wellness services were quite successful with a high percentage of surveyed students, staff and faculty reporting good awareness of services available on campus. Mental Wellness events were also well attended by students. These will continue to be offered.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

The program has one employee, a management position that coordinates all services. There is no funding for additional employees. However, should more funding become available, an additional part-time mental wellness counselor or part-time social work case manager would be warranted to support the needs of our campus community.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those.

Employee attended three mental-wellness related conferences related to the position. Employee also participates in CEU's in order to maintain her licensure.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified by internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

One office is adequate to house one mental health employee. Currently in Humanities 101. Activities are occasionally held off campus, but mostly utilize existing campus facilities.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

N/A

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Employee utilizes a computer and all employees can make use of Conex ED software for Mental Wellness alerts.

Section Four: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes

*Not applicable. This is the first program review.

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

- List the strengths of the program, the weaknesses of the program, the opportunities of the program, and the threats to the program.

Complete SWOT analysis

Strengths	Full time position; a LCSW Management job allows for flexible hours and varied time for activities. The ability of the program manager to engage with different departments and the campus community turned out to be a critical piece in raising awareness of services and serving the campus population. Students, staff and faculty were more likely to talk to the Clinician because awareness, rapport, and relationships were built early on. The program manager also leads the college Behavioral Intervention Team, which provides additional support and follow-up for student crises and interventions.
Weaknesses	Only one person is dedicated to mental wellness at LCC.
Opportunities	The ability to collaborate with special programs and the athletic department were great opportunities. The use of ConexED by faculty and staff for early alerts will provide a way for early detection and prevention of more serious student crises.
Threats	A reduction in funding could jeopardize the ability to sustain a full-time position. Also, there may not be enough ongoing funding in the future to support the TimelyCare telehealth program using only categorical funds.

Program Action Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What AUOs do the action plans support?
- What specific evidence (e.g., AUOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

In summary of the SWOT analysis and AUOs, the combination of student activities and early interventions puts the College in a good position to address prevention of mental health crises. Having special programs and athletics promote mental wellness services, as well as having visible mental wellness activities on campus seemed to help with preventative measures as well as de-stigmatizing the use of mental health services. The Behavioral Program Manager will continue to implement mental-wellness events and activities, as well as provide critical trainings for students, faculty and staff, in order to maintain a high level of awareness of services and knowledge of how to respond to students in need or crisis.

Section Five: Prioritized Budget Analysis

Based on the action plans and other information in this NIPR, prioritize the budget requests. See next page for table.

Funding for an additional part-time case manager/mental wellness counselor would be warranted based on how well our one behavioral health employee is currently being utilized for crises and other support services. See below for estimated cost of additional part-time employee.

In addition, it may be necessary for the college to supplement general funds to purchase the TimelyCare telehealth program for providing online medical and mental health support, once the categorical funding dries up. This will cost between \$41,000-\$50,000 starting in 2025.

Budget Items: Prioritized	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Provide adequate support to handle student crises and mental health needs that may exceed the capacity of one employee.	Articles found at www.apa.org , which shows that at least 60% of college students meet the criteria for at least one mental health condition. This shows the need for college campuses to be prepared to provide adequate support.	Ability to provide more mental wellness services and supportive activities to students, as well as better retention of students.	Additional part-time mental wellness counselor or case manager (50% FTE)	Personnel	\$56,000 (includes benefits)	Ongoing	2
Provide a telehealth program for students to access for mental health support outside of the college's normal hours of operation.	Same as above.	Ability to provide more mental wellness services for students in crises outside of normal work hours.	The TimelyCare program	Program/Service	\$45,000/year	Ongoing	1