SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Student Services - Student Mental Health Services

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
In the beginning of 2022/2023, Student Health Services combined both entities for Mental and Physical Health. In the 2023/2024 year, services were separated. We have included the initial executive summary for Mental Health Services.

“Mental Health services received a grant however; we were faced with difficulty in finding a therapist who can work for SDCCD under low pay. We were able to coordinate many events to address the equity in Mental Health, such as Urban Restoration Counseling is a Black Women’s Counseling Center we contracted with to provide on-campus and off-campus services with all students, especially black students. Black Student Forum is a weekly support group for black students, hosted by 2 black therapists. Come as You Are is a weekly group for LGBTQI, supported by one of our therapists who is in the LGBTQI group. Getting Real Inside and Out is produced by Professor Veronica Gerace’s Cultural Communications class, providing static poster presentations on mental health issues, Resilience and Strength Through Music and Storytelling was focused on the Black experience among our students, Sexual Violence presentation by our black therapist and co-owner of the URCC. Student Support Through Tough Times was presented by our therapists on Zoom twice for all students/staff and faculty, We Are listening to George Floyd and the Chauvin Conviction presented by our therapists, Cultivating Healthy Relationships with EOPS, Feelin’ Groovy Health Fair presented preventive practices geared toward mental health for all campus constituents, Domestic Violence and Substance Abuse presentation, Managing Early Psychosis, Women’s Basketball and both track teams received a Mental Health and Stress Reduction workshop from a black therapist from URCC. She covered grief, school pressure on athletes, uncertainty of the future and relationships and much more. We collaborate often with EOPS and Equity and Student Success programs and services to support Mental Health events including stress reduction, massage and crafting.

We endeavored to increase the black population in our Mental Health 1:1 services. Unfortunately, COVID came and disrupted our plans. We are just getting back on track now and our semester totals do not reflect any increase in black student treatment because our data tracking systems are flawed. By observation, we are seeing a huge increase in black students receiving care. However, hand counting has revealed the following statistics:

	Fall 2019	Fall 2022
Male	35%	36%
Female	65%	63%
Black	8%	14%
Asian PI	17%	25%
Hispanic	30%	27%
Caucasian	30%	22%
Middle East	4%	3%
Other/Decline	12%	21%

Students may choose more than 1 ethnicity

Summary and Reflection

As you can see, we have increase the enrollment of Black students into our 1:1 Therapy program by 6%. This was a prior goal that we have worked very hard to achieve. “

Other challenges faced

The new mandates to move to electronic health records presented a particular challenge to our office. Amid COVID the HEERF funding paid for the software (financial limitations prevented us from doing so).

Moving to work in our homes crated a tremendous challenge. We had to suddenly develop a telehealth program without any expertise. It was a very sudden conversion. We successfully created a protocol with policies and procedures. We created new avenues of communication between all of our staff/faculty. We investigated HIPPA and FERPA compliant telehealth systems and figured out methods that met the student at their comfort level. We all had to train each other on new computer systems and we did quite well. Mental Health groups and frequent on-line events kept students/staff/faculty engaged in learning and growing.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
As of 2022, we transitioned from the SARS system to MEDICAT. This included the notes system, charting, scheduling appointments and encrypted communication with clients. Additionally, Zoom was implemented to allow for HIIPA-compliant telehealth services. This transition streamlined our ability to provide services to clients and facilitated scheduling, billing, and documentation. Unfortunately, this transition produced a myriad of technical issues and other logistical errors, requiring the department to manage the additional workload equating to the job of a full-time professional.

The Urban Restoration Counseling Center contract is designed to promote mental health awareness and support among the Black student community at Mesa College. Student Health Services is funding URCC presentations and therapy services through the mental health grant.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The HEERF fund support permitted us to hire 2 front office project assistants, Medicat, COVID tests/tissues/filters/air purifiers/Nurse III/COVID presentation funding.

The California Community College Chancellors Office provided Mental Health Funding. Unfortunately, there was a shortage of therapists/therapists who were vaccinated/therapists who would work for less than they could make at large telehealth conglomerates. The money remains largely unspent.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Trends in our data are by observation for these reasons:

Providers are reluctant to lock files because it prevents them from modifying the files in the future. This tendency leads to flawed data collection, as unlocked notes are not included in the statistics.

PeopleSoft feeds one way data (demographics including ethnicity) into Medicat daily, however the issue is that files from PeopleSoft must be manually dropped into Medicat which is not always accomplished.

When students register to become a SDCCD student, they often opt out of ethnicity reporting through PeopleSoft. As a result, we see a lot of “decline to state” and “unknown/other.” This is a prevalent problem as it does not provide accurate data from Medicat. We do ask for ethnicity data as students enter our office, however, faced with a limited budget/staff, we struggle to gather and analyze that data at the end of the year.

The Student Health Fee has not been required of students for 3+ years now, so our budget is impacted. We do not receive any General College funds.

Over the past 3 years, while we were working from home and students were off campus, we mostly saw COVID patients. Students were not interested in Zoom appointments for counseling. Since Fall of 2022, we have seen students return to in-person counseling appointments. Some students were reluctant to engage in Zoom therapy despite efforts to affirm compliance with confidentiality. Unfortunately, our full-time contract therapist resigned due to her refusal to return in person. Upon our attempt to replace the position, most of the adjunct applications were from therapists that did not have their COVID vaccinations, causing their ineligibility as determined by the district. Currently, we have contracted a full-time therapist to begin in the Summer of 2023.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
n/a

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The discussions regarding our learning outcomes have confirmed that they remain relevant and valuable. We assess learning through events and one-on-one meetings with students. As part of our professional mental health practice, evaluating students' understanding and ensuring agreement on the plan of care is an integral part of each interaction.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Our current practice focuses on addressing inequities related to Black students and their mental health needs. We have been fortunate to hire Black adjunct therapists, and a Black contract faculty member is in the onboarding process. We have seen an increase in the number of Black students utilizing our mental health services, which we believe is due to the fact that the providers are Black, and the students feel safer and more comfortable with them.

What other factors (internal or external) might also impact the above data trends and equity gaps?
N/A

Related Documents for Charts and Graphs

Summary and Reflection
Practice Reflection Complete

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Since the last comprehensive review, Mesa Mental Health Center has made significant strides in responding to the evolving mental health needs of our students. In the wake of the COVID-19 pandemic, we have worked diligently to adapt and provide essential services in a landscape that is continually changing. Throughout this period, we have prioritized increasing awareness, reducing stigma, and ensuring that our services are accessible to all students. Despite these efforts, there remain several challenges, particularly in the areas of staffing, data collection, space and etc, which continue to require attention and innovation. Below, we highlight both the successes we've experienced and the challenges we've faced in meeting the growing demand for mental health support.

Success:

1. Increased Engagement and Awareness: Since the last comprehensive review, one of our biggest successes has been the substantial increase in the number of students seeking mental health support from the previous two academic school years. Data as follows show increased in appointments with mental health counselors:

School year	Appointment Scheduled
2021 - 2022	903
2022 - 2023	539
2023 - 2024	2248

2.This is a direct result of our efforts to raise Awareness and Reduce stigma surrounding mental health services. We have done this through the following steps:

-We have perform over 16 training with faculty instructing them on mental health resources on campus and how to connect students.
-We conducted a social media campaign around suicide prevention that garner over 21,000 views on Instagram
- We conducted over 50 outreach events to student body

3.Team Expansion: Welcomed four adjunct counselors, significantly boosting capacity to provide high-quality, timely support to students while being readily available for crises and emergencies.

4. New Partnerships: Forged impactful collaborations with school organizations such as Dreamers, Rising Scholars, FAST, and Pride, broadening the scope and inclusivity of services offered.

5. Successful Mentorship Program: Launched the More Than an Athlete mentorship program, delivering over 224 hours of guidance and support and empowering participants to achieve personal and academic growth for student athletes. The program enhanced academic confidence, improved time management skills, and significantly reduced anxiety among participants.

6. Mental groups- To help the student body deal with the isolation created by covid the decided to put a focus on creating/ developing more psycho-educational and process groups where students are able to come together to discuss feeling and develop sense of community

Summary and Reflection

Challenges

Transitioning post-COVID

The return from the COVID-19 pandemic has posed significant challenges. While student engagement has increased this has place a strain on mental health staff . The percentage of appointments has increase from 2021/22 school year to 2023/2024 by 222.2 percent increase.

Lack of Space and Overbooked Therapists, and shortage of adjunct
As student appointments increase, our clinic is becoming overcrowded and a lack of private, soundproof rooms, which compromises care quality and confidentiality. The growing demand has created a critical need for expanded resources. In 2023-2024 alone, the demand of students needing services nearly doubled. This dramatic increase has pushed our clinic beyond capacity, highlighting the urgent need for additional office space and staff to handle the influx.

Addressing Student Input Gaps and System Update Challenges

One of the challenges we are facing is accuracy of ethnic-related data in the data collection system (Medicat). This issue arises because students often skip this section when filing out the sign-in forms. Additionally, the Medicat system updates daily, defaulting certain demographic information to “unknown” which skews our data.

As student appointments increase, our clinic is becoming overcrowded, and the lack of private, soundproof rooms is affecting care quality and confidentiality. The rise in appointment requests, especially among male, female, Hispanic, Black African American and "unknown" students, highlights the urgency of the situation.

In 2023, visits from female students surged from 95 to 482, and visits from Hispanic students grew from 79 to 252. This rapid growth, combined with high demand, underscores the need for expanded office space to maintain effective, confidential care. Additionally, the shortage of adjunct therapists is further challenging our ability to meet the increasing demand for services. To continue providing quality care, securing additional space and resources is critical

Addressing Student Input Gaps and System Update Challenges

One of the challenges we are facing is accuracy of race-related data in Medicat system. This issue arises because students often skip completing this section when filing out the sign-in forms. Additionally, Medicat system updates daily, and some race and ethnicity data defaults to unknown during the update process.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Since the last review, the new full-time Mental Health Coordinator has started in his position. The Student Health Services Department was separated into two service departments, mental and physical health. The current data collection system(medicat) was updated, and staff have been transitioned to the new medicat system. Students prefer to have in-person sessions rather than online sessions. We have seen a dramatic increase in appointments since coming out of COVID restrictions.

Summary and Reflection

We are still having difficulty collecting the demographic data of the students. The majority of our students were placed in the unknown category. We are working with the medicat system to fix this problem.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Previous unit goal was to " Provide mental health services in collaboration with the School of Student Success and Equity to plan and implement group events for Black students to improve their rates of persistence (semester to semester) by increase of 25%."

The medicat system reported a drop in African American students showing us serving 3 but this information is incorrect due to system integration error and student not filling out demographic section. Currently in our mentorship program we have served over 68 African American students , Empowering minds groups we serve over 271 African American students. We have significant increase in our numbers for African american students and have a strong partnership with the school of student success and equity.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

Update for practice reflection was provide in " review outcomes report update."

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

This is the first year that mental health services is a standalone department in on Mesa campus. Mental health services currently working to maintain with growing demands for services. We have already a 30% percent increase in the demand for services. We are requesting for additional staff to meet the growing demand for services.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

We are currently working with staff to improve in the collection of demographic information for students. When students are checking in for counseling appointment staff are encouraging and reviewing demographic section to ensure it is fill out.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

We are currently working on improving our outcome data collection. Counselors have been giving their students surveys to evaluate mental health services. Additionally, QR codes and paper surveys have been made to give out during events. We currently have collected over 200 surveys from our events to be reflected in the next program review.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Since the last update, Mental Health Services (MHS) has continued to grow and evolve as a program. MHS has expanded beyond the development of satellite programs to the strengthening of partnerships across campus.
MHS has expanded its services in the Mesa community through the creation of a satellite office within Allied Health Services. This office is staffed by mental health counselors who provide individual counseling, couples counseling, group counseling, and presentations four days per week. The satellite office has been very well received by the Allied Health program, with counselors becoming fully booked within the first month of operation.
MHS partnerships across campus have continued to grow through the formation of new groups and the expansion

of existing ones. We continue to collaborate with Athletics, Borderless Scholars, and Rising Scholars. New partnerships have been established with The Stand, the FAST Center, Puente, Kapwa, and the Student Success and Equity Program.
New partnership initiatives include:
- In collaboration with The Stand/CalWORKs, MHS created the Student Parent Healing Circle to provide support for student parents.
- In partnership with the Student Success and Equity Department, MHS developed the Healing and Empowering Minds group to support African American/Black students.
- MHS is frequently requested to facilitate groups for the FAST/Next Step Program, Puente, and Kapwa, with a focus on coping skills and Dialectical Behavioral Therapy (DBT).

MHS additionally sponsors the Active Minds student group, where students increase awareness and expand knowledge of mental health across campus. We also sponsor the Beyond the Rainbow group, which focuses on supporting the LGBTQIA+ community.
The MHS Coordinator serves on the Collaborative Care Committee, which reviews cases of students in need of support due to disciplinary, financial, or other concerns. The committee works collaboratively to provide comprehensive, coordinated support.
MHS continues to host campus-wide events to raise awareness about mental health. A strong emphasis has been placed on suicide prevention and domestic violence awareness and prevention. Each September, MHS hosts Suicide Awareness Month, featuring a series of events and a social media campaign aimed at suicide prevention. Our social media reach has grown significantly, increasing from 21,000 views in the first year to 65,069 views. Domestic Violence Awareness and Prevention programming was developed in collaboration with campus partners to provide trauma-informed programming centered on safety, empowerment, healing, and healthy relationships. MHS hosted the Self-Care Is Self-Love Festival, which celebrated self-care, self-love, and healthy relationships. MHS continues to prioritize staff diversity to reflect the student population. Our team represents a range of sexual orientations, cultures, and age groups and collectively speaks five languages: Farsi, Spanish, Cantonese, Mandarin, Arabic, and Tagalog.

Challenges

MHS is currently in need of additional space and staffing to meet the growing demand for services.

Limited office space makes it difficult at times to accommodate campus requests for mental health services. Counselors often need to use office space in other departments, which can create confidentiality concerns.

There is an ongoing need to increase staffing levels due to the consistent rise in service requests each semester.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Since the last update we have seen an increase in our services:
Appointments in
2023/2024- 2248 appointments
2024/2025 – 2,601
We had a 16% increase in services

Additionally we completed over 107 events over the 2024/2025 school year. The events in total had over 4,500 student participants.
We conduct over 15 staff trainings that had over 374 staff
Challenges
We still have challenges with accounting for race and ethnicity. We are currently work with EHR system on how we can improve collection of data around race and ethnicity

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Update to the outcome report 2024/2025
Student assessment of mental health services:
1. When assessed, 95% of students strongly agreed or agreed that they had created and are utilizing their

treatment plan to address their mental health concerns. (Goal was 80 %)
2. When assessed, 98% of students strongly agreed or agreed that they have developed skills, tools and strategies to address their mental health concerns. (Goal 80 %)
3. When assessed, 100% of students strongly agreed or agreed that they felt supported and validated by mental health staff.(Goal; 80%)
4. When assessed 99% of students strongly agreed or agreed that they had gained new insights/skills through engagement with mental health workshops/events. (Goal 80%)
5. When assessed, 99% of students reported feeling very comfortable or comfortable seeking support.(Goal 80%)

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Hire a Adjunct LGBTQI

Unit Goal: The Counseling Coordinator, will work to identify/hire adjunct counselor who specializes on LGBTQI+ concerns

Goal Status: Completed

Beginning Year: 2023 - 2024

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** -The Counseling Coordinator, will identify/hire adjunct counselor who specializes on LGBTQI+ concerns - Coordinator will reach out to Pride office to identify counselors that have training working with LGBTQI+ community **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 10/24/2024 **Action Plan Update**: Coordinator hired Beatriz Molina AMFT who specializes in identifying and addressing LGBTQI+ issues and concerns **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Hire additional fulltime faculty

Unit Goal: Hire two additional fulltime faculty mental health counselors

Goal Status: Active

Unit Goals, Action Plans, and Updates

Beginning Year: 2024 - 2025

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** We will be submitting a Resource Need request in the 2024 program review. Upon approval we will start the hiring process **Action Plan Cycle:** 2023 - 2024	

Create/develop Process and Psycho-educational groups

Unit Goal: Mental health services will work to create monthly process/psycho-educational groups

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Mental Health Services will strive to create at least 3 process/psycho-educational groups a month. Groups will aim to consider the needs of our underrepresented population. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/26/2024 **Action Plan Update**: We have begun to develop partnership with our affinity groups to provide services to underserve communities **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Expanded office space

Unit Goal: Mental Health Services will work to acquire additional office space to accommodate the growing demand for services while ensuring it is fully complaint with confidentiality standards.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Mental Health Services will work with the facilities department to identify potential office spaces for clinical use. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/26/2024 **Action Plan Update**: Reached out to facilities to begin locating a potential office space. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Increase partnership with the athletic teams

Unit Goal: Mental health services will work to increase partnerships with the athletic teams to increase access to mental health/basic need resources for student athletes

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: The Mental Health Services department will work with Mesa College sports teams to increase access of mental health services for athletes despite their demanding schedules. Mental Health Services will do outreach to each individual team, alerting them of mental services and will perform drop-in counseling sessions. Our goal is to conduct at least 100 sessions per year with our student athletes. **Action Plan Cycle:** 2023 - 2024	