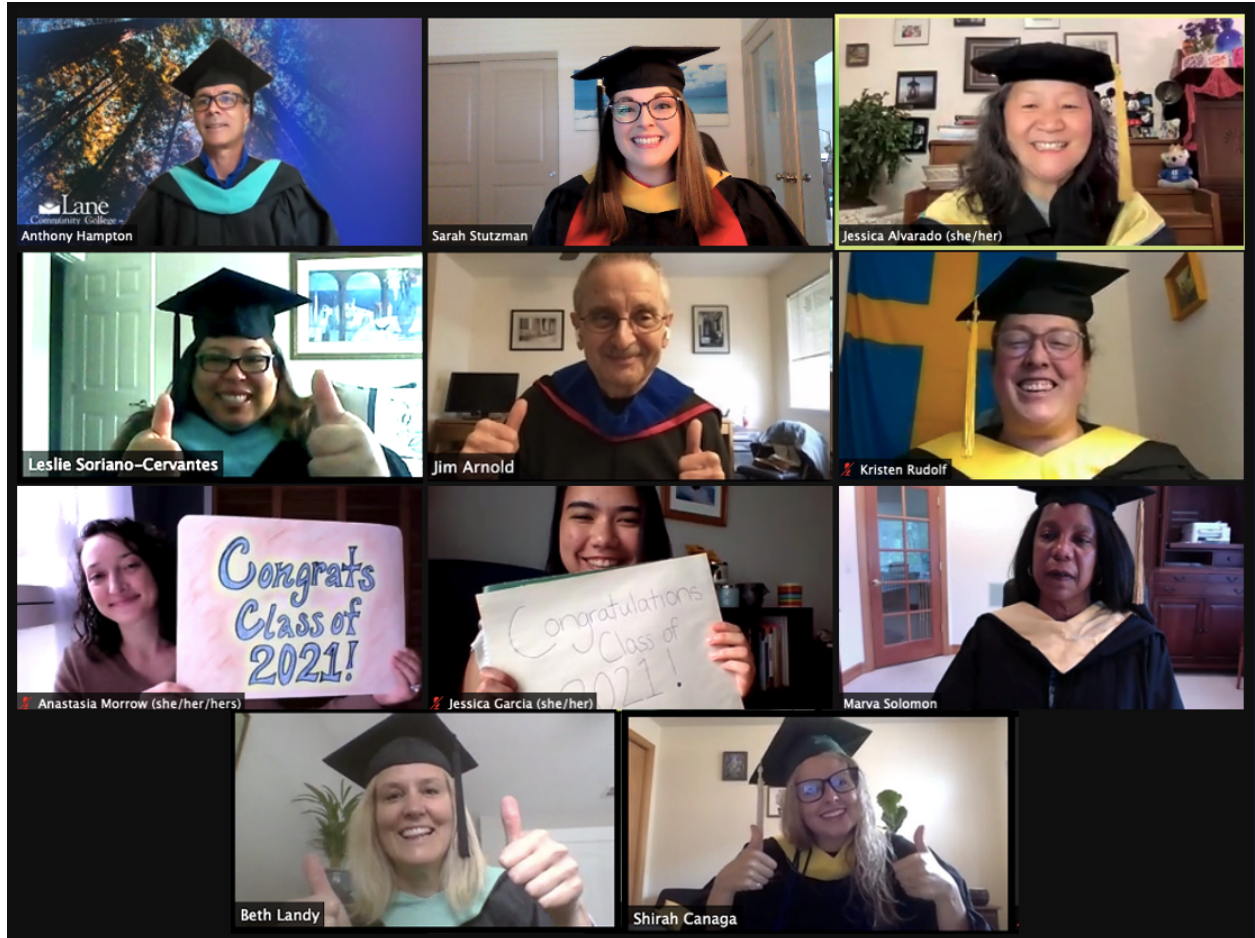


Counseling Center Program Review

Lane Community College



Counseling Center Faculty and Interns

Spring 2021

1st Year Program Review Report

Table of Contents:

Section #	Title	Page #
1	Introduction and credits	2
2	Program and Department Information <ul style="list-style-type: none"> ● Mission and core purpose of our department ● Alignment with College Mission, Core Values, and Strategic Directions ● Alignment with Guided Pathways ● Description of services and operations ● Financial and budgetary information ● Staffing and organization chart 	4
3	Environmental Scanning: Mental Health and Suicide Data Trends that are expected to have a significant impact on our program and students. <ul style="list-style-type: none"> ● National ● Regional ● Local ● College ● Departmental ● Economic ● Demographic ● Technical 	13
4.	Lane Equity Lens Tool Kit and JED Foundation Equity Lens for Mental Health reflected in outreach and services provided.	14
5.	Alignment with Lane’s Core Learning Outcomes - review of APS Interventions and CG Human Development Courses.	25
6.	Key Performance Indicators used to assess quality and effectiveness of our services and programs relative to our core purpose and the college mission. Include collegewide institutional indicators related to the services we provide. (look at Mission Fulfillment Indicators - key word search)	33
7.	JED Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student	34
8.	Key Findings and Recommendations <ul style="list-style-type: none"> ● Best Practice Alignment in Providing Student Services and Recommendations ● Suicide Prevention and Intervention Recommendations 	35
9	Peer Reviewer Comments and Recommendations	39
10	Conclusion <ul style="list-style-type: none"> ● Recommendations ● Action Planning 	40
11	Appendix: References and Professional Development	41

SECTION 1: INTRODUCTION

Counseling Center Goals related to Program Review

Starting March 2020 at the start of the pandemic a review team met to begin the self-study of the services and instruction provided by the Counseling Center starting with using parts of Council for Advancement in Higher Education CAS Self-Assessment Guide: Standard Guide and the CAS Counseling Services 2019 Guide. One CAS standard guide is focused on instruction and the other guide is focused on counseling. Neither guide provided a step-by-step process that could be followed for a department that teaches classes, does outreach including workshops and provides support and [referral services](#) for students. It was determined that other tools as listed in the table of contents and described in more detail in Sections 4 and 5 would be more useful to evaluate the strengths and deficiencies of the Counseling Center and to plan for improvement opportunities within the department.

The purpose of the First Year Program Review report is to help the reader understand what Counselors do in addition to providing information about who the Center serves and what the top priorities are. Furthermore, this analysis will demonstrate how the teaching, outreach and counseling services align with the [mission statement of the Counseling Center](#) and strategic directions and mission of the college.

Our primary sources come from the [College Mission](#) statement and [Strategic Directions](#), the [Core Learning Outcomes of the College](#), the [Lane Equity Lens Toolkit](#), and the [JED Foundation Equity in Mental Health Recommendations Report](#). By utilizing nationally recognized data from the [National Association of Mental Illness \(Nami\)](#), [Active Minds Organization](#), [National Council for Behavioral Health](#) and local reports from the [Lane County Suicide Prevention Coalition](#), best practices have been identified and included in recommendations for this review. These and additional sources have been used to guide the action planning, resource allocation recommendations, and action planning.

Perspectives from students that we have worked with are shared throughout this report in the green framed boxes.

The Review Team met every week of the academic year from Spring 2020 through Spring 2021. Each week tasks were identified and completed. All counselors and interns listed contributed to the writing of this report.

Members of the Counseling Center Review Team: A special thank you to each person for their thoughtful contributions! And, thank you to our administration for supporting our work.

Name	Department	Role
Jessica Alvarado	Counseling	Faculty Counselor - Program Review Lead
Anthony Hampton	Counseling	Faculty Counselor
Marva Solomon	Counseling	Faculty Counselor
Leslie Soriano Cervantes	Counseling	Faculty Counselor
Sarah Dickens	Counseling	Counseling Intern - Pacific University

Jessica Garcia	Counseling	Counseling Intern - Pacific University
Tammie Stark	Planning and Institutional Effectiveness	Program Review Coach
Cathy Thomas	Same as above	Institutional Researcher
Kori Ebenhack	External Reviewer	Vice President Student Affairs, Rogue CC
Nancy Wood	Curriculum and Assessment	Lead Faculty Assessment Liaison
Mindie Dieu	Student Affairs	Associate Vice President of Student Affairs

SECTION 2: PROGRAM AND DEPARTMENT INFORMATION

Counseling Center Mission Statement

Retention Counselors proactively provide support that leads to student success and retention. We foster meaningful connections contributing to clearer academic and career direction, as well as increased confidence, recognition of dependable strengths, self-advocacy, and motivation. Counselors empower students to recognize and overcome internal and external barriers in order to reach their education, personal and career goals. Access, equity, and inclusion principles help us prioritize our efforts.

The Core Purpose of the Counseling Center is reflected within the Counseling Center Mission Statement and in the work provided as described in this review - through teaching, outreach and direct service delivery.

Alignment with Lane Community College Mission and Core Purpose

Aligning with the [College Mission](#), the Counseling Center values diversity, collaboration and partnership, innovation, accessibility, sustainability, integrity, and learning. This is demonstrated in the services provided and described in the Core Learning Outcomes section and in the JED Foundation and Equity in Mental Health section of this report.

Service and Outreach Alignment

The Counseling Center **actively seeks partnerships on-campus and with community organizations**, participates in training opportunities and facilitates workshops, and invites representatives from community organizations to continually expand the network of connections that Retention Counselors can offer. Recently counselors have met with SASS, WomenSpace, McKenzie River Men's Center, and other community organizations historically to consider collaboration to support Women and Men's mental health. Also, Alexander Holmes from PeaceHealth Early Assessment Support Alliance to support a soft handoff for young people who have experienced psychosis. Counselors have joined weekly meetings with Athletics, Diversity Council, Faculty Council, Tutoring, MeChA, Peer Mentors, and First Year Experience to improve communication and to support the students we mutually serve. Administrators have attended Counselor meetings from, Gender Equity Center, Multicultural Center, Academic Advising, TRiO, and Center for Accessible Resources to ensure smooth referral processes and communication.

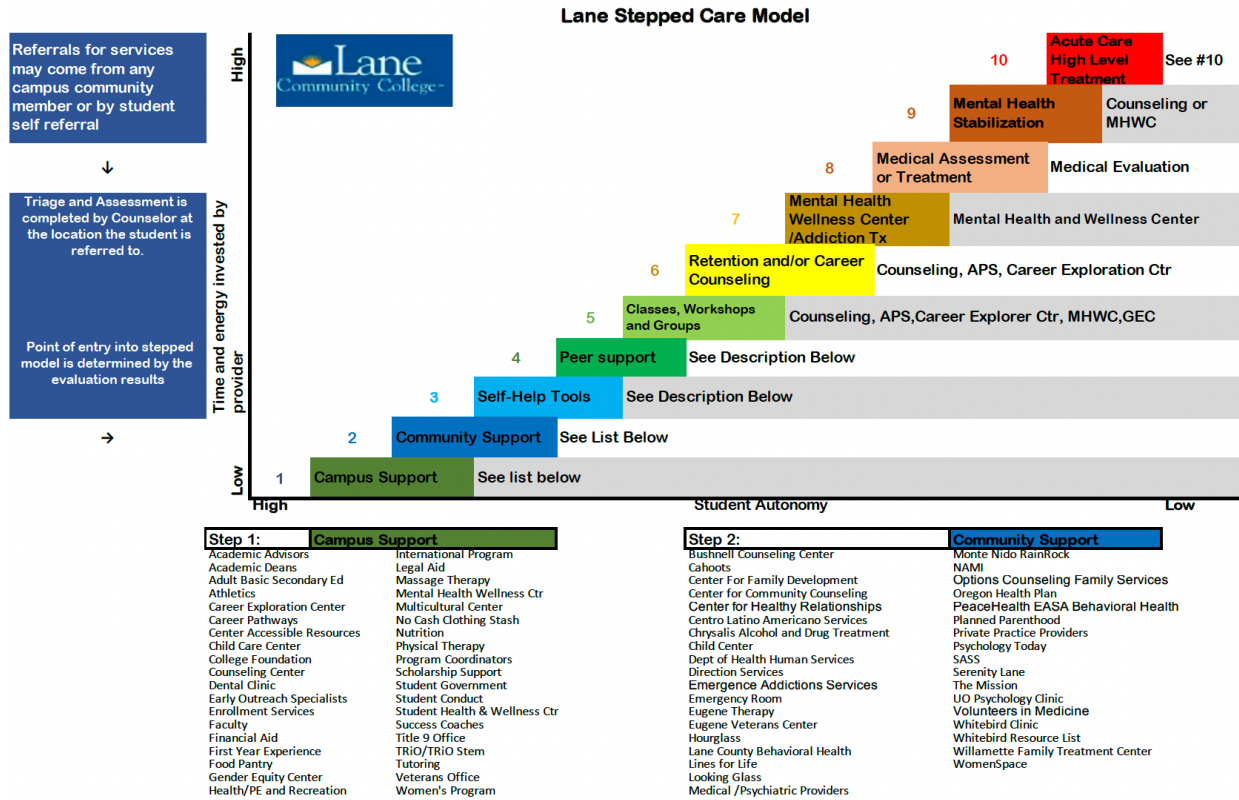
The Counseling Center is **committed to accessibility and diversity** by valuing diversity among staff and students in our community. Culturally responsive Retention Counselors work effectively in different contexts to serve educational and linguistic needs in a respectful, inclusive, and accessible working and learning environment. The counselors engage in professional development opportunities and training to best serve students from diverse backgrounds. The Counseling Center Co-Sponsored the Transponder training with the Mental Health and Wellness Center Fall term. The Mental Health First Aid (MHFA) Training provided by Jessica Alvarado has met the Cultural Competency Professional Development criteria for Lane employees and will be providing a training in the Spring 2021 term. A Veterans MHFA option was also co-facilitated with Veteran Public Safety Officer Stany Manuku, last Fall, 2019.

The Counseling Center is **innovative and adaptable** – supporting transformation while responding to environmental, technological, and demographic changes, Retention Counselors anticipate and respond to internal and external challenges in a timely manner, ensuring a **supportive learning-centered environment** that promotes student success and wellbeing. The faculty have adapted each of their courses to be user-friendly and to allow for synchronous support whenever possible. Faculty have completed professional development courses with the support of IT instructional designers to ensure courses meet ADA compliance criteria and have incorporated videos, screencasts and clearly outlined weekly requirements. Weekly workshops are hosted to support student success.

The Counseling Center **values sustainability** – equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities promoting a comprehensive approach to student success. The faculty have chosen to provide support to students individually who raise concerns about political and/or social injustices due to the sensitive nature of these issues and the potential for deeply divided perspectives. Support groups on these topics could serve to exacerbate stressors experienced by individuals and actually worsen anxiety and depression for students. Regarding environmental sustainability we have transitioned all “paperwork” to electronic formats.

“I love that Professor Alvarado is very engaging in each class! I love that she incorporated break rooms so we each have time to discuss homework, and class work with each other. It makes it feel as if we were in an actual classroom. I love that each week we always knew what is expected of us and what needed to be turned in.”

Roles and responsibilities of the Counselors are being discussed at an administrative level due to the Summer 2020 opening of the Mental Health and Wellness Center. Stepped care Models have been moved forward to the Vice Provost of the College. The following model is supported by the Counseling Center Retention Counselors. Representing over 80 years of experience in the Counseling Center. The counselors have provided competent and professional care of students presenting with mental health concerns and crises with no deaths by suicide for students that we have worked with. The following pages show the Counseling Center proposed Stepped Model of Care. See appendix for larger image and clearer font.



TRIAGE/ASSESSMENT

When it is determined by either the student or a campus employee that counseling support services would benefit, a student can be referred to either the Counseling Center or the Mental Health and Wellness Center. A needs assessment will be completed at the location the student is referred to. Campus community members should not be required to provide mental health assessments to determine which location is most appropriate. Early intervention and assessment is key for prevention of more serious challenges for students. Students should not be shuffled from one location to another unless it is determined by the needs assessment that a transfer of care is appropriate.

Step 1: Referral to Campus Support

If the needs assessment identifies the value of referring a student to additional campus supports the counselor will take steps to bridge the connection to the next appropriate resource. The provider may assist the student to formulate the questions to ask and may follow up with the individual to determine the contact has been made. The Campus Support list will be used but other supports may also be considered

Step 2: Referral to Community Support

If the needs assessment identifies the value of referring a student to external campus resources and/or the student prefers this option, based on their own resources, the provider will assist and support this transition. If necessary the counselor will obtain a Release of Information and will adhere to FERPA and HIPAA guidelines. The provider will follow up to ensure the student needs are being met.

Step 3: Self-Help Tools

Self-help tools are varied and many. Campus web based information, with a bit of assistance with navigation, is very useful for students. Options include the Catalog, Enrollment Services and Financial Aid pages, Counseling and Career Exploration Center pages, TED talks, NAMI, Academic Progress Standards Web and Moodle based information, First Year Experience Web and Moodle based information, Center for Accessible Resources, MHC resources, Oregon Career Information Systems, Student Complaint Process web pages, COPPS pages, Self-Help Pamphlets, Whitebird Help Pages, the Lane Library, Foundation scholarship pages, Student Government, etc. Many students once they are introduced and shown how to use the self-guided information flourish and benefit greatly from using these resources. Also, self-help information is typically available 24/7 like the following nationally recognized resources: Suicide Prevention Life Line, American Foundation for Suicide Prevention, Text HOME to 741741, Trevor Lifeline, Suicide is Different and Now Matters Now. Local resources include Cahoots and Whitebird Crisis Line staffed by highly trained professionals and paraprofessionals considered a model program throughout the nation. These resources can be used as a supplement to the support being provided by a counselor and/or used independently by the student.

Step 4: Peer Support

Peer Mentors, campus affinity groups, student clubs, Student Government activities, activities in the Gender Equity Center, Multicultural Center or with peers in the International program all of these provide social support benefits for students including increased engagement and a sense of belonging. Work Study programs allow students to work with other students. Peers Mentors and Tutors provide a great model of students helping and guiding students. Student Government programs allow students to develop leadership skills. Encouraging students to form study groups is also of great benefit. Students in cohort programs (e.g. Health Professions) are encouraged to seek out peer mentors in a second year cohort. AA and NA programs on or off campus help students to connect with others experiencing similar challenges. Locations on campus that provide safe harbors for campus affinity BIPOC groups serve to educate each other and the campus community regarding cultural traditions and values. Spiritually based resources are often considered for students with faith based perspectives. All of these options are often supplemental along with support provided by a counselor.

Step 5: Classes, Workshops and Groups

Workshops and Human Development Courses (e.g. Human Relations at Work, College Success, College Success: Back On Course), and programs like Career Pathways learning communities, First Year Experience and other courses like Effective Learning, RTEC, Women In Transition Classes, etc; all provide students opportunities to acclimate to college life, to become clear about academic and career goals, identify dependable strengths, learn how to navigate college processes, and learn how to excel in academics and in the world of work. All these efforts support Lane's Core Learning Outcomes. The above are provided as classes, programs or workshops by the Counseling Center, MHC, RTEC, Career Pathways, FYE, GEC and other instructional divisions. Counselors will proactively invite students to participate in the options that will best suit the student needs.

Step 6: Retention and/or Career Counseling

The Counseling Center Retention Counselors proactively provide support that leads to student success and retention. They foster meaningful connections contributing to clearer academic and career direction, as well as increased confidence, recognition of dependable strengths, self-advocacy, and motivation. Counselors empower students to recognize and overcome internal and external barriers in order to reach their education, personal and career goals. Access, equity, and inclusion principles help us prioritize our efforts. Counselors provide Personal, Academic, Retention and Career Counseling. Counselors are educated and trained to provide mental health counseling services for a wide range of concerns. Counselors are uniquely qualified to address academic, basic needs, student success challenges, career and personal psychosocial stressors simultaneously using a culturally responsive approach. Services include trauma assessments and support, Eco-mapping of family systems, career assessments, safety planning, risk assessments, psychosocial assessments, and providing psychoeducation. Students complete a comprehensive intake process to determine needs and to develop therapeutic plans that support mental, physical and academic well being. Length and type of service is determined by the needs of the individual student. Referrals to campus and community resources are provided as needed. Students are evaluated holistically within the context of the academic, social and environmental factors utilizing an ecological model.

Step 7: Mental Health Wellness Center or Addictions Treatment

This step involves one on one short or long term clinical counseling/addiction services and describes the services as described by Mental Health and Wellness Center. Individual trauma informed mental health/addiction sessions involve work on student's mental health/addiction challenges, setting goals to overcome mental health and addiction challenges, and guidance by a clinician/counselor to meet these goals. Sessions may include diagnosing students, psychosocial assessments, recovery planning, safety planning suicide/self-harm/harm to others risk assessments, and other mental health related assessments. If it is determined in triage that a student needs to move to this step the MHWC clinicians/counselors will assist the student in setting up regular appointments with the center.

Step 8: Medical Assessment or Treatment

This step involves health assessment to rule out medical causes for presenting symptoms. The student may be referred to a Psychiatrist, or Primary Care Physician/Nurse Practitioner based on student resources and needs. Another option will be the Lane Student Health and Wellness Center (SHWC). The SHWC providers will complete an assessment to determine the needs of the student. This may involve providing preventative healthcare and care for acute health conditions within the capacity of resources available to the clinic. Some students may be referred to the community for services not provided by the clinic. Should it be determined that psychotropic medications would be beneficial to the student these may be prescribed and monitored for efficacy. The student will continue to work with the Counselor/Clinician of their choosing.

Step 9: Mental Health Stabilization

Students may be referred or self-referred in what appears to be a crisis to either the Counseling Center or the MHWC. The receiving location will provide a warm, welcoming and comfortable environment to listen to the student concerns. All efforts will be made to not escalate the crisis. In some situations the provider may be called to a specific campus location or the student is in a remote location. A safety assessment and ability to recruit additional support will be determined. This additional support may include other counselors/clinicians, CAHOOTS, or Public Safety. Emergency contacts should be determined (e.g. family member or someone appointed by the student). Those who intervene need to be adequately trained in crisis and Suicide Prevention and Intervention (e.g. ASIST, CALM, graduate level degree in counseling or related field). If a needs assessment identifies risk for harm to self or others, a risk assessment (e.g. C-SSRS) will be completed by a qualified provider. If risk of harm to self or others is identified as imminent members of the Crisis Support team will be notified. The Crisis support team should include the following: Student Conduct, Retention Counselors, MHWC Clinician, Public Safety and Law Enforcement (as a last resort). The level of care that is effective in ensuring the safety and well-being of the student should be used based on National and Local standards of care. If the risk of harm to self or others is not imminent than safety planning (eg. Stanley Brown), referral to either the Counseling Center or MHWC will take place. If the risk of harm to self or others is deemed imminent than the safety of the individual and others will be considered the highest priority and facilitating that the individual receive the appropriate level of care will take place.

Step 10: Acute Care High Level

If it is determined that a higher level of care is necessary for Mental Health Stabilization than can be provided at Lane by the Crisis Support team, then arrangements for appropriate transportation needs to be made. An emergency contact or one appointed by the student needs to be made. If the student agrees to a transition plan and is compliant then transport to a higher level of care will take place accompanied by the person selected. If the student can not agree to a safe transport than CAHOOTS will be enlisted. If CAHOOTS is not available than Law Enforcement or emergency services will be called. Options for higher level of care include HourGlass and PeaceHealth Emergency Room/Behavioral Unit "Johnson Unit." The Crisis Support Team will be knowledgeable of the National and Local Standards of care and utilize culturally responsive best practices.

Teaching and Learning Alignment

The Counseling Center works to create a **learning-centered environment**, providing psychoeducational courses (CG 100, CG 100BC, CG 203) that support learning and teamwork. Retention Counselors aim to assist students in identifying behaviors and obstacles, as well as bolstering self-efficacy, utilization of both on- and off-campus resources to improve learning, interdependence and promote student success. Due to the move to remote learning our individual student/instructor meetings outside of class have doubled from 2019 to 2020. The faculty are using any means necessary (e.g., Zoom, Google Voice/Text, phone, and email) to communicate effectively, in a timely manner to support student success.

"I actually appreciated feedback on my assignments. Teachers tend to just give you a grade, you have to go out of your way to find out how to make it better. I really appreciate that, it has also made me feel like a confident writer. I really could see myself writing a self-help book or an article about anything. I'm really grateful and this course will help me with my future job prospects and goals."

The Counseling Center **recognizes and respects the unique needs** and potential of each individual learner. Retention Counselors **promote interdependence and honest self-assessment** of strengths, challenges, behaviors, and obstacles in psychoeducational courses. Faculty recognize the importance of supporting and implementing success strategies that are unique to each student based on these self-assessments.

The Counseling Center values **continued learning**. Retention Counselors seek out and participate in a variety of learning and training opportunities to increase knowledge of best practices and to promote cultural responsiveness to better serve a diverse community of students.

See appendix for list of professional development training completed by the counselors.

Career Counseling Alignment with Guided Pathways

The following recommendations come from the Career Exploration Center in support of a collaboration with Retention Counselors who also provide Career Counseling services and the need to continue to support this effort. Retention Counselors and Interns are uniquely qualified to provide Career Counseling for students who are unclear about their academic and career goals.

"I changed my attitude and mindset this term. Instead of thinking 'I can't do this' I would say to myself I actually can do it. I went in with a better attitude and saw how much better I was handling school. My procrastination went away and my motivation became much stronger."

Specific training is required to assist students who are exploring career options. Some students face barriers related to physical or psychological limitations, other students may be transitioning from previous types of employment, or have criminal backgrounds. Counselors assist students who need more than just information to choose career options. Counselors use evidence-based assessments and have the ability to interpret them. Counselors have the ability to be generalists and specialists in the career options and programs provided at Lane.

Increased capacity for career counseling is critical to achieve the college's Guided Pathways goals. To quote a national GP leader, "If you're not doing career exploration, you're not doing Guided Pathways."

- In collaboration with the Career Exploration Center, Lane's retention counselors in the Counseling Center are instrumental in helping students get clearer about themselves, explore options, lessen barriers, create a vision for their future, and choose a career direction.
- Increased capacity for career counseling is also an objective in Lane's most recent Title III grant.
- As part of the Career Pathways initiatives and as the college "scales up" career exploration programming to reach "all" new, incoming students, as well as continuing students, there are a variety of ways that career counselors will provide career development interventions: in individual career counseling appointments; facilitating workshops; within Career Communities teams; teaching FYE classes, and other work.
- More specifically, for those students who are undeclared/undecided/still exploring AFTER their FYE class, they would most likely be referred to retention counselors for more in-depth self-assessment and career exploration.

Description of Services and Operations

Retention Counselors provide:

Personal, Academic, and Retention Counseling: We provide counseling and resource referrals for students with academic or personal circumstances impacting their ability to reach short term and long-term goals.

Career Counseling: Through individual counseling, we help students to clarify their interests, strengths, values, and goals; explore majors and career fields; and develop a vision for their future and next steps.

Counseling Internship Program: Lane has had an internship program for the last 30 years. In the past partnerships have included University of Oregon, and Portland State University. Currently Lane has interns from Pacific University, Oregon State and Bushnell. For the academic year 21 from September 15th through April 30th four Lane Interns have provided over 1900 hours supporting the work of the Counseling Center by providing Retention Counseling, APS Interventions, psychoeducational workshops, assisting with program review and assisting with teaching courses.

Human Development Instruction:

Courses

- [CG 100 - College Success](#)
- [CG 100BC - College Success-Back on Course](#)
- [CG 203 - Human Relations at Work](#)

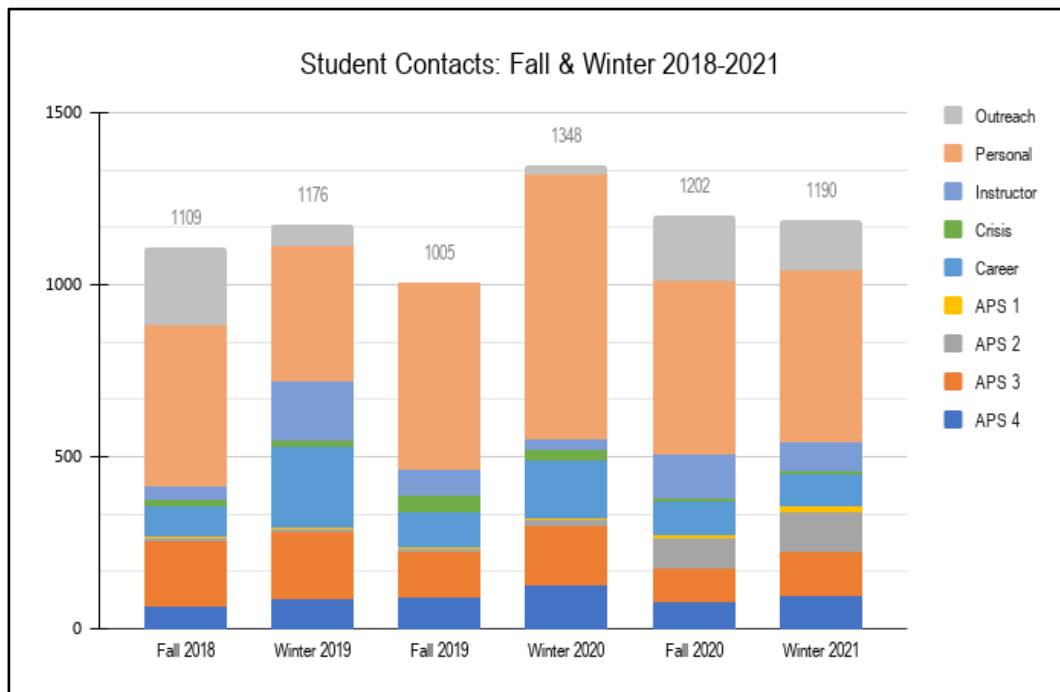
Academic Progress Standards (APS) support is currently being offered remotely by email or virtual appointment. In Fall 2021 some of this support will be provided at the main campus.

APS Mission: Lane Community College is committed to supporting all certificate and degree seeking students in attaining identified academic and career goals by monitoring progress and completion of attempted credits and minimum grade point average for each term enrolled.

APS CORE Purpose: Academic Progress Standards (APS) identifies students not making progress towards established goals. In an effort to support student success, APS strives to provide proactive services, resources, and learning opportunities for students who have not met academic progress standards. These appropriate and timely interventions focus on promoting student success.

Counseling Center Student Contact Data

The Counseling Center serves students in several capacities; the graph below illustrates services provided to students in Fall 2018, Winter 2019, Fall 2019, Winter 2020, Fall 2020 and Winter 2021 respectively. A majority of individual student contacts were for Personal Circumstances, Academic Progress Standards (APS) Alerts 3 and 4, Career Counseling, Crisis Counseling, and Outreach. Despite a 14% drop in college enrollment due to the COVID-19 Pandemic, the Fall 2020 contacts were actually higher than in Fall 2018 and Fall 2019. Starting Fall 20 the Counselors had full responsibility for all APS support contributing to increased number of contacts for students with Alerts 1 and 2.



Lane Community College Student Data

Types of students that we serve

The goal of student success is constant for each retention counselor. Finding the right support services (including the direct services offered in the Counseling Center) is a top priority. To ensure that this happens the counselors have a wealth of campus and community resources that can be offered to students to best meet their individual needs. Progression, completion and ultimately success toward academic, career and personal goals (as defined by the student) is the target.

The following is a list of the type of students served on a regular basis

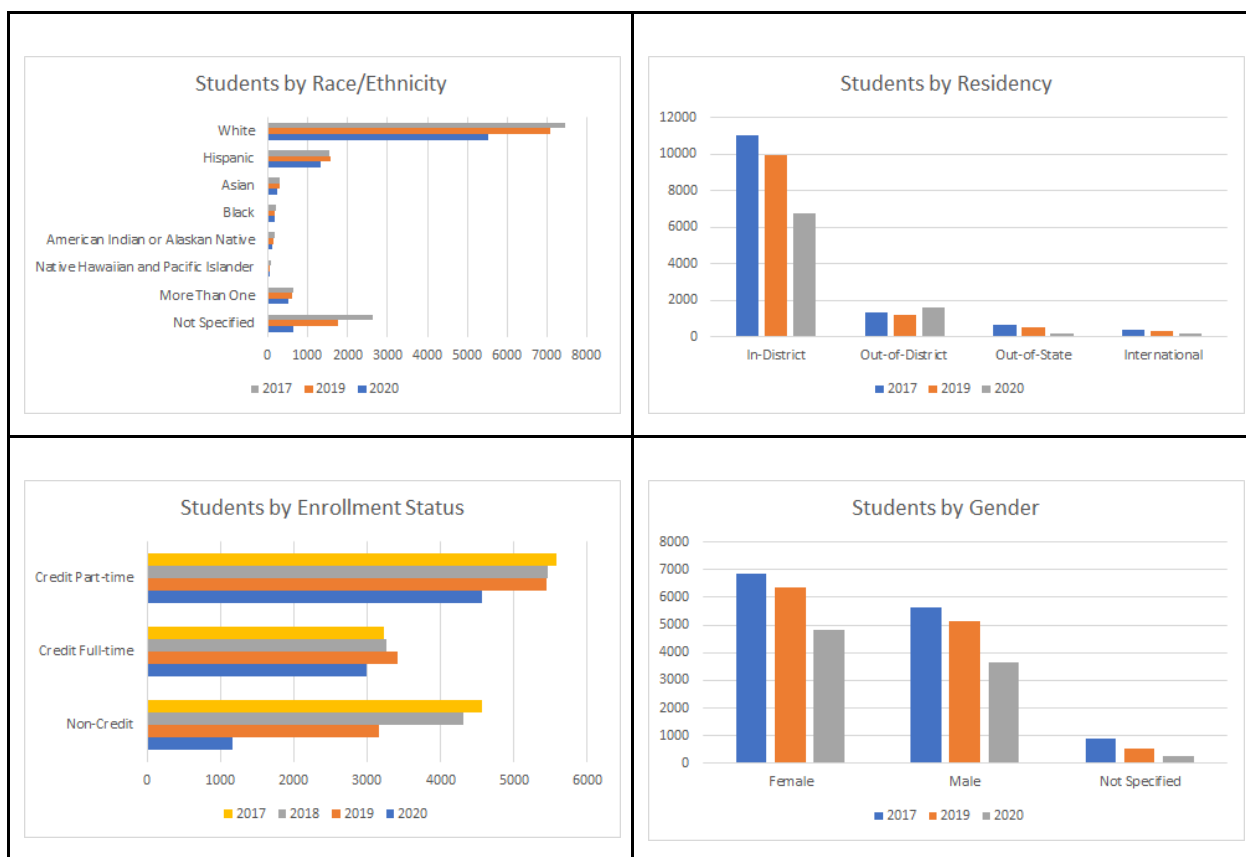
Students who:

- Don't know how to be a college student and/or first-generation college student
- Need to explore the world of work and how their own strengths, interests, and values align with opportunities.
- Lack motivation and focus contributing to struggling in their courses
- Don't know how to balance of life/school/work responsibilities
- Don't believe they are college material or are not prepared for courses they take.
- Experience housing, food and financial insecurity or reside in unsafe environments.
- Have destructive coping mechanisms that make it difficult to function adequately
- Are English Language Learners and/or may not be literate in their own native language.
- Are undocumented or have Temporary Protected Status
- Are parents trying to help their own children with remote learning and/or have limited resources.
- Are transitioning into civilian life.
- Are preparing to or in highly competitive and stressful programs
- Face social injustices on a daily basis as an LGBTQIA, BIPOC, or indigenous student.
- Have invisible or undocumented disabilities
- Have current or preexisting mental health challenges interfering with their academic efforts

The following table highlights the overall gender, racial, and ethnic diversity and type of residency of Lane students from 2017, 2019 and 2020 respectively. As a racially and ethnically diverse workgroup, the Retention Counselors are uniquely positioned to serve the marginalized and underrepresented student populations in a culturally responsive manner. According to the National Center for Culturally Responsive Educational Systems (NCCREST), “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.” Due to the need to increase our use of technology to remotely serve students, we have also reduced barriers to serving students in rural areas, international and also out of state students. Asynchronous courses and services have also increased as a result of remote learning, and distance technologies thus giving more accessible options to students who have various responsibilities, commitments, or physical limitations.

“I now have coping mechanisms and I know when to go easy on myself. My academic motivation is so much better! I’m so happy to see how much better I am doing now.”

Lane Community College Student Data - Lane [FAST Fact Sheets](#)



Financial and Budgetary Information

This is only for Counseling Center Faculty

	2019	2020	2021	2022
FT Faculty Budget	516,361	465,900	504,543	378,407
PT Faculty	29,600	29,200	55,145	30,000

Budget				
OPE (benefits)	347,179	342,060	364,011	273,000
M&S budget	19,450	18,000	16,000	8,000
		One person to FYE		
Totals	912,590	855,160	939,699	689,407

Human Development Course Enrollment total for FY 21 was 1507 credits = \$168,784 (tuition) + 56,512 (fees) = \$225,296 in revenue. We also support 1500 students in the APS Alert system per term with an average enrollment of 9 credits per student bringing in \$1314 per student. The APS student population likely contributes 1,971,000 dollars per term in Tuition in Fees. Nearly 1/3 of the total enrollment per term receive an APS: Alert notification.

Outreach with Campus Partners:

Starting in the Fall of 2020 the four full time counselors assigned each faculty member to the student service areas as listed below to strengthen relationships and to more readily support student needs. Most all areas have been very receptive to our efforts to connect and to provide support.

Roles	Jessica	Anthony	Marva	Leslie
Collaboration	<ul style="list-style-type: none"> • APS • Behavioral Intervention Team • Faculty/Faculty Council • MH&WC • Peer Mentors • Peer Mediation • Professional Dev • Tutoring 	<ul style="list-style-type: none"> • APS • Athletics • Career Center • Center for Accessible Resources (CAR) • Crisis Response Team • Health Clinic • International Program • Public Safety 	<ul style="list-style-type: none"> • Community Partners • Faculty Connections/new faculty orientation • GEC/GSA, • High School Connections • MCC and BSU • Fall New Student Orientation • Peer to Peer • Student Government • TRiO 	<ul style="list-style-type: none"> • ABSE • Academic Learning Skills • Diversity Council • ESL • First Year Experience • MeChA • PASS Program • Peer Mentors • Pre-College Level classroom visits • Veterans

FTE over the years - from Lane 2020 [Standard Data Package](#)

	2016	2017	2018	2019	2020 Covid	2021 Covid
FTE	65.95	62.20	77.86	56.47	35.77	34.66
Attempted Credits	3,056	2,878	2,897	2,617	1,655	1,507
Sections	54	48	51	44	27	24
Enrollment *	1,374	1,285	1,771	1,113	699	546
Headcount for Teaching		1,084	849	726	363	283

There has been a steady decline in what can be offered due to retirements/attrition and not replacing vacant positions. From 2010 to 2013 the average # of sections offered was 129. Starting in 2015 all “non-essential” classes were dropped from the schedule.

Staffing and Organization Chart

Below is the link the Lane Community College Organizational Chart

https://www.lanecol.edu/sites/default/files/leadership/2021_feb_10-top_level_org_chart.pdf

Starting with Associate Vice President of Student Affairs: Mindie Dieu who reports to the Provost and Executive Vice President Paul Jarrell who reports to the College President Margaret Hamilton.

Interim Dean of Student Success Jane Reeder reports to Mindie Dieu.

All counselors hold master's degrees in Counseling Psychology, Social Work or related qualifying fields and some have additional graduate work in clinical supervision beyond a master's degree or in specialty areas. Three counselors hold licensure and/or are progressing toward licensure in clinical mental health and/or social work. All counselors are trained in Mental Health First Aid (MHFA) and one Counselor is certified to teach MHFA. Specialty areas include but are not limited to EMDR, Dialectical Behavioral Therapy, Cognitive Behavioral Therapy, Marriage & Family System Therapies, Motivational Interviewing, Trauma Informed Therapy, and Clinical Supervision.

Staffing for the 20/21 Academic Year.

- Starting in March 2021 - Four full time counselors report to Jane Reeder with Jessica Alvarado acting in a lead role. All counselors are faculty instructors, and provide direct counseling student services, workshops, and support the Academic Progress Standards Alert intervention system with Jessica Alvarado, and Anthony Hampton serving in lead roles.
- Three part-time counselors with one on maternity leave are supported by the full-time counselors.
- Four Counseling Interns from Pacific, Oregon State and Bushnell are trained to function at the same level as the counselors. Jessica Alvarado is the site supervisor with additional supervision from Licensed Clinical Supervisors for each student hired by their respective institutions provided each week. The Counselor to Student ratio is 1 full time counselor to every 2100 students.
- Our Administrative Coordinator works with multiple departments and helps with Academic Progress Standards.

Staffing for 21/22 Academic Year

- Three full time counselors with one vacancy. The projected Counselor to Student ratio is 1 full time counselor to every 2500 students.
- Five part-time counselors (one licensed, two on course to be eligible for licensure) - with varying number of hours provided on the schedule. Four Counseling Interns from Pacific, and Oregon State. Jessica Alvarado will be the site supervisor with Licensed Clinical Supervisors for each student hired by their respective institutions.
- Administrative Coordinator supports seven areas and helps with Academic Progress Standards

SECTION 3: ENVIRONMENTAL SCANNING – MENTAL HEALTH AND SUICIDE TRENDS

LOCAL AND NATIONAL DATA GUIDING OUR RECOMMENDATIONS

The following section centers around data supporting trends that are expected to have a significant impact on our program and students, and therefore help to guide our recommendations.

Data from Counseling and Mental Health Resources

National Data: The effects of COVID-19 are affecting the mental health and wellbeing of college students. In September 2020, Active Minds surveyed 2,051 students regarding the impact of COVID-19 on mental health. Almost 75% of students surveyed reported worsening mental health conditions, citing challenges such as isolation, sadness, loss of a loved one, and financial setbacks. This is consistent with an [Insider Higher Ed](#) article (April, 2021) that 65% of students surveyed reported worsening mental health and that only 15% in college received counseling services. Many respondents stated that stress (84.25%), anxiety (82.35%), and depression (60.7%) have all increased throughout the course of the pandemic (Active Minds, 2020). Financial stress, which is a known predictor of mental health conditions, has also been affected by the pandemic, with two-thirds of students reporting a more stressful financial situation and one-third of students reporting changed living situations (Healthy Minds, 2020).

Lane has consistently reported drops in enrollment - from Spring 20 to Spring 21 this was about 14% or higher and the Summer, Fall and Winter have all seen concerning drops in enrollment from the previous year. The stresses of unemployment, homeschooling children while trying to work from home, housing and food insecurity are factors that have an impact on student mental health. This means that Lane would benefit from an “all hands-on deck” approach to supporting student well-being and academic success. Effort must be taken to utilize the skills, abilities, experience and training of counselors and provide the resources necessary to allow students to receive the support that is needed.

According to the Wisconsin Hope Lab (2016), 49% of the community college students surveyed reported having at least one mental health condition, with depression (36%) and anxiety (29%) being the most common issues. These rates are particularly high in comparison to college students attending a four-year university. For example, 56% of community college students under the age of 25 reported having a mental health condition, while 46% of students under 25 attending four-year universities reported having them. Individuals who are in the traditional age group for college students (ages 18-24) seem to be especially vulnerable to mental health issues, in comparison to other age groups (CDC, 2020). In addition to differences in age, factors such as race/ethnicity, gender identity, sexual orientation, and financial stability can affect the prevalence of mental health conditions. Data indicates that there is a higher prevalence of mental health conditions among students in a gender minority, with depression affecting 60% of students (Healthy Minds, 2018-2019). Mental health, depression, and anxiety symptoms also vary among racial and ethnic groups, with multiracial and Latinx populations demonstrating higher rates of mental health symptoms than other groups.

Despite the growing prevalence of mental health conditions among college students, less than half of students surveyed reported receiving mental health services. Although mental health is often not mentioned as a factor affecting academic success and retention rates, mental health challenges, such as depression, are predictors of negative academic outcomes, including low grade point averages, credit completion rates, and persistence in college.

Regional Data: The Higher Education Coordinating Commission reports that Oregon’s mental health crisis is worse than the national average (HECC, 2018). The HECC (2018) study indicates that, in Oregon, 56% of community college students 25 and younger reported a mental health condition, whereas only 46% of university students did.

Local Data: There are several individual factors that can affect student mental health, including characteristics such as race, gender, age, finances, and personal experiences. According to the National Center for Education Statistics (NCES, 2017) data on student demographics, Lane Community College has a large proportion of non-traditional students and underrepresented minorities, comprising a student population that likely demonstrates greater mental health need than the average higher education institution.

Results from Community College Survey of Student Engagement (Lane Community College, 2017a) indicate that 27.4% of Lane students feel that the college does not offer much social support and 54% of students state that the college would not contact them if they were struggling. Lack of social support is a risk factor for mental health conditions.

Departmental Information:

Economic: Due to the pandemic and unexpected shift to remote learning and remote services the college has been experiencing significant drops in enrollment. The result has impacted and will impact the college’s and the departments’ ability to offer classes and services needed to cover same day services and the needs of students who have received Academic Alerts. The college has chosen to disinvest (not provide adequate funding to cover scheduling needs) in the work provided by counselors resulting in potentially reducing and/or even discontinuing the critical support that is provided for the most at risk marginalized student populations. When positions are lost due to attrition or retirement (this has happened repeatedly for the last 10 years - Counselor numbers have dropped from 14 to 4 and is dropping again for the 22 FY) an analysis of need is not completed. Work roles and responsibilities have been reduced or eliminated from key areas of the college (e.g., ABSE, ESL, ALS, International Program, Health Professions, math and science).

Working relationships have been severed with area of the college that serve at risk and BIPOC populations. The shortage hampers the Counseling Center ability to provide critical services when and where students need them. This, increases wait times and potentially means student needs will not be met. The college has identified “failure to retain” students as a key reason for drops in enrollment. This is most likely due to not funding adequately students support services, like counseling. The shortages increase the workload of those who remain and negatively impacts morale and contributes to burnout which eventually decreases the quality of services if provided and/or instruction. With scheduling happening

remotely through the website it is impossible to determine who is not being served.

Technical: Technical opportunities have resulted from the need to shift to remote learning and services. The counselors have discovered unintended positive consequences of these changes. The counselors have found remote counseling to be just as effective and the convenience for students has been greatly appreciated. Students have not had to deal with transportation, childcare and scheduling challenges. They can utilize a break at work to fit in 30-minute appointments. With every opportunity also reveals some barriers. Bandwidth problems and interruptions do happen and sometimes services need to shift to using back-up systems (e.g. phone and even texting). However, a majority of time these occurrences are infrequent. All full-time faculty were provided new or newer computers to work remotely from home. Google Voice and Text have been highly effective in connecting with students more so than email at times. In the classroom Zoom has worked well to support lecture and small group discussions. Students report appreciating the ability to connect with their peers. EAB Navigate is being launched to track students and to facilitate student access to resources.

Suicide Prevention and Intervention Information

National Data: As the 10th leading cause of death among all age groups, suicide is a major mental health concern across the nation. Four percent (4%) of US adults report attempting suicide in their lifetime, and countless more struggle with suicidal ideation or thoughts, desires, and contemplations of suicide (Lane County Health and Human Services, 2018; Centers for Disease Control and Prevention, 2020). Among those in the country, who are most at risk for suicide are those who struggle with mental health conditions. Mental health conditions disproportionately affect specific populations, especially young adults, Black, Latino, and Hispanic men, essential workers, unpaid caregivers for adults, and those receiving treatment for preexisting psychiatric conditions, (Centers for Disease Control and Prevention, 2020). Additional groups that experience increased risk of suicide in the United States are Indigenous populations and members of the LGBTQ community. (Haas et al., 2011).

The National Survey on Drug Use and Health, (2017) found that people within the traditional age group for college students (18-24 years old) seem to experience increased risk for mental health concerns compared to other age groups, and risk for experiencing suicidal ideation and attempt continues to increase with age.

Regional Data: The Higher Education Coordinating Commission (HECC) (2020), reports that Oregon is experiencing a mental health crisis that is worse than the national average. In 2016, Oregon had the 11th highest suicide rate in the country with 771 deaths (190 women and 581 men). Research across the nation has supported men experience increased risk with age, and in Oregon, men are four times more likely to die by suicide than women. (Lane County Health and Human Services, 2018). **Lane needs to develop a task force to address this need.** The goals would be to determine how to provide specialized support services for men to reduce this risk. It should complete a needs assessment and advocate for the provision of fiscal and personnel resources.

Local Data: In 2015, Lane County had 4 times the number of suicide deaths than 84% of other counties in the US, showing a significant mental health concern in our county (Lane County Health and Human

Services, 2018). Known risk factors for those who are more likely to die by suicide included mental illness and substance use disorders. In Lane County between 2000 and 2015, 1079 people died by suicide- 90% of these deaths occurred in the '25 years and older' age range, and a significant number of those who died by suicide were male (Lane County Health and Human Services, 2018). Historically, men are significantly less likely to engage in mental health treatment than women, with 60% of men never accessing mental health services in their lifetime.

Demographic Data: The Lane County Statistics Analysis (2018) and the Lane County Public Health Report on Suicide (2018) showed additional risk factors including stressors associated with interpersonal relationships, loss of a close friend or family member, and financial hardships. Of the 1079 deaths by suicide in Lane County, over 35% were experiencing financial hardships, and 1 in 4 of those who died by suicide were identified as veterans (Lane County Health and Human Services, 2018). Lane Community College students come from a variety of backgrounds, including many of these high risk groups.

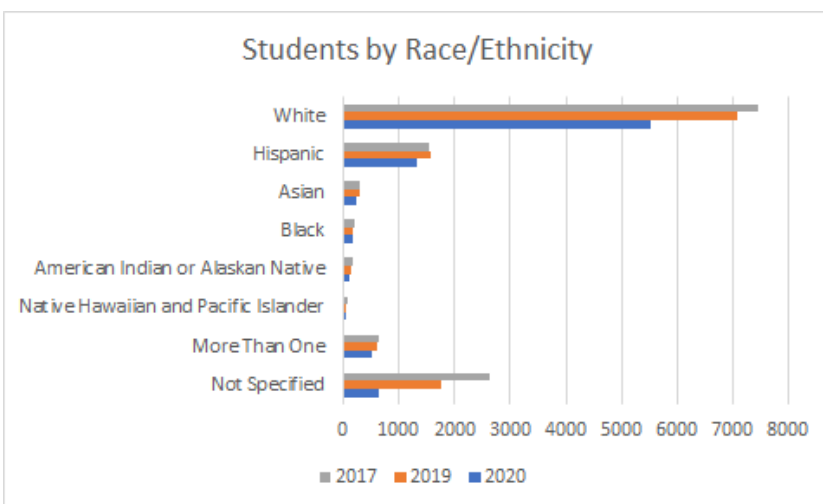
This data shows a significant area of improvement for targeted mental health services for those who are at a higher risk of experiencing suicidal ideation and attempt in Lane County. Florence, Cottage Grove and Junction City all had more than twice the rate of suicide compared to Lane County as a whole. This disparity brings to light questions of accessible resources, available supports, and potential gaps in services in the outlying regions (Lane County Health and Human Services, 2018).

Recommendations: The [Suicide Prevention Coalition](#) outlines valuable approaches and strategies for supporting students at risk of harm to self.

SECTION 4: EQUITY LENS TOOL KIT/JED FOUNDATION EQUITY LENS FOR MENTAL HEALTH

Key Questions from the [Lane Community College Equity Lens Toolkit](#)

- *Who are the racial/ethnic and underserved groups that we serve?*



This data comes from the [2020 Standard Data Package](#) updated 1/29/2021

A data analysis has been completed that compares the student populations enrolled in our Career and Guidance courses and the Academic Progress Standards student populations that are supported by the Counseling Center. This data represents Fiscal Years 2018, 2019, 2020 and 2021. The data request was to compare the overall credit student population with specific populations listed in the left-hand column. The most significant variables for FY 20 and FY 21 that impacted enrollment and success rate are the Pandemic and that the Academic Progress Standards system was placed on hiatus from Winter 20 through Fall 20. Students that would normally have been identified and supported by counseling interventions are not accounted for in this data. Another confounding variable is the changes to placing students in science, math and writing courses.

Based on Courses CG100, CG100BC, CG140, & CG203 Enrollments	COUNSELING Academic Year				CREDIT STUDENTS (excluding CollegeNow) Academic Year			
	2018	2019	2020	2021	2018	2019	2020	2021
Enrollment & FTE								
Course Enrollments	1,172	1,048	652	575				
FTE from enrollments above	57.37	51.87	32.32	33.53				
Unduplicated student count from enrollments above	1,125	994	632	545	11,004	10,890	10,588	9,680
Percent of all credit students enrolled in Counseling	10%	9%	6%	6%				
Student Demographics of Enrolled Students								
Percent Female	53%	53%	50%	50%	51%	51%	52%	55%
Percent Receiving PELL	59%	58%	58%	45%	47%	45%	44%	39%
Percent First Generation	61%	55%	56%	52%	55%	51%	51%	51%
Percent Receiving Veteran Benefits	6%	4%	4%	2%	5%	4%	4%	3%
Race Ethnicity Group (Percent Reported)								
95%	96%	97%	99%	95%	96%	97%	98%	
Latinx (any race)	15%	17%	17%	18%	13%	14%	15%	15%
American Indian/Alaskan Native	2%	1%	1%	1%	2%	1%	1%	1%
Asian	3%	1%	2%	3%	2%	3%	3%	3%
Black/African American	3%	3%	3%	2%	2%	2%	2%	2%
Pacific Islander	1%	1%	0%	0%	1%	1%	1%	0%
More than one race	8%	7%	8%	6%	6%	6%	6%	6%
White/Non-Latinx	66%	68%	66%	59%	68%	68%	68%	69%
International	1%	2%	3%	11%	5%	5%	4%	3%
Age Groups								
Under 18	1%	1%	1%	2%	3%	3%	3%	4%
18 to 24	64%	63%	61%	66%	57%	56%	56%	57%
25 to 40	27%	28%	30%	27%	30%	31%	31%	31%
41 to 64	7%	8%	8%	6%	9%	9%	8%	7%
65 & Over	0%	0%	0%	0%	1%	1%	1%	0%

Students who enroll in the CG 100, CG 100 BC, CG140 and CG203 more strongly represents students who are receiving PELL grants, First Generation, LatinX and Black/African American. They also tend to be in the age range from 18 to 24.

Course Enrollments & Success Rates	Academic Year							
	2018		2019		2020		2021*	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
CG100 College Success	619	83%	216	72%	93	69%	252	76%
CG100BC College Success-Back on Course	0		357	81%	224	66%	82	59%
CG140 Career and Life Planning	142	87%	118	91%	37	86%	0	
CG203 Human Relations at Work	411	86%	357	89%	298	87%	241	84%

NOTE: 2021 Success rate excludes Spring term

This data looks at success rate trends in each course. 2020 had Winter and Spring impacted by the move to remote learning. 2021 only reflects Summer, Fall and Winter terms. In 2018 CG100 BC was numbered as CG 100 Back On Course so data for this course is combined with the standard 3 credit CG 100. In 2020 CG 100 numbers were impacted by faculty on a medical leave and no one was available to teach the

course. The Academic Progress Standards system was on hiatus in 2020 starting Winter 2020 – Fall 2020 so the enrollments in CG 100 BC dropped because students were not routed to take this course who would have been notified of an alert. The only students enrolled were returning students who had previously received a third alert status. Summer 2019 was the last term CG140 was taught.

Student Demographics based on Alert Status	2018				2019				2020				2021			
	A1	A2	A3	Total	A1	A2	A3	Total	A1	A2	A3	Total	A1	A2	A3	Total
	2,177	1,235	862	4,274	3,131	1,191	697	5,019	1,815	820	741	3,376	964	139	133	1,236
Percent Female	49%	48%	47%		51%	47%	48%		53%	52%	47%		52%	50%	53%	
Percent Receiving PELL	53%	59%	61%		52%	57%	59%		51%	59%	62%		46%	55%	58%	
Percent First Generation	58%	62%	59%		53%	57%	59%		54%	56%	58%		55%	53%	62%	
Percent Receiving Veteran Benefits	6%	6%	8%		4%	5%	5%		4%	5%	5%		4%	4%	4%	
Race Ethnicity Group																
Latinx (any race)	15%	15%	15%		17%	17%	17%		16%	18%	19%		18%	24%	21%	
American Indian/Alaskan Native	2%	3%	2%		2%	2%	2%		2%	1%	2%		1%	0%	1%	
Asian	2%	3%	3%		2%	2%	2%		2%	2%	2%		3%	4%	5%	
Black/African American	4%	4%	4%		4%	4%	4%		3%	4%	4%		5%	3%	4%	
Pacific Islander	1%	1%	1%		1%	1%	1%		0%	0%	1%		1%	0%	0%	
More than one race	7%	7%	7%		7%	9%	7%		7%	7%	8%		7%	9%	8%	
White/Non-Latinx	69%	67%	68%		67%	65%	67%		69%	68%	64%		65%	60%	62%	
International	0%	0%	0%		0%	0%	0%		0%	0%	0%		0%	0%	0%	
Age Groups																
Under 18	0%	0%	0%		0%	0%	0%		0%	0%	0%		0%	0%	0%	
18 to 24	67%	66%	59%		65%	66%	66%		66%	62%	62%		72%	62%	47%	
25 to 40	26%	28%	34%		28%	28%	29%		26%	30%	32%		23%	32%	47%	
41 to 64	6%	6%	7%		7%	5%	5%		7%	8%	6%		5%	6%	7%	
65 & Over	0%	0%	0%		0%	0%	0%		0%	0%	0%		0%	0%	0%	

This data is missing information on Alert 4. An additional request has been made to add this information to this table. This table shows there is disproportionately higher representation of the demographic groups highlighted in red. Also, Pell and First-Generation groups feed into the APS system at higher rates. The numbers for 2020 reflect the APS system being on hiatus for 2021 only Fall and Winter students were identified. So in general during a “normal” year there are 4000 to 5000 students needing the support services of the Counseling Center. Due to drop enrollment this could go down to 3500 to 4500 students per year. Note in 2021 the Latinx population in the Alerts 2 and 3 level are at 21-24%. **The Counseling Center needs to be adequately staffed to meet these needs with Culturally Responsive bilingual counselors who can best serve the Black and Latino populations.**

A	G	H	I	J
Based on Courses CG100, CG100BC, CG140, & CG203 Enrollments	CREDIT STUDENTS (excluding CollegeNow)			
	Academic Year			
	2018	2019	2020	2021
Enrollment & FTE				
Course Enrollments				
FTE from enrollments above				
Unduplicated student count from enrollments above	11,004	10,890	10,588	9,680
Percent of all credit students enrolled in Counseling				
Student Demographics of Enrolled Students				
Percent Female	51%	51%	52%	55%
Percent Receiving PELL	47%	45%	44%	39%
Percent First Generation	55%	51%	51%	51%
Percent Receiving Veteran Benefits	5%	4%	4%	3%
Race Ethnicity Group (Percent Reported)				
Latinx (any race)	13%	14%	15%	15%
American Indian/Alaskan Native	2%	1%	1%	1%
Asian	2%	3%	3%	3%
Black/African American	2%	2%	2%	2%
Pacific Islander	1%	1%	1%	0%
More than one race	6%	6%	6%	6%
White/Non-Latinx	68%	68%	68%	69%
International	5%	5%	4%	3%
Age Groups				
Under 18	3%	3%	3%	4%
18 to 24	57%	56%	56%	57%
25 to 40	30%	31%	31%	31%
41 to 64	9%	9%	8%	7%
65 & Over	1%	1%	1%	0%

This data set represents the general credit student population and is placed here for comparison.

An additional data analysis is being reviewed retrieved from the scheduling system representing over 5000 unduplicated students from 2017 to present with the same demographic comparisons.

Equity Tool Kit Questions continued:

- *What is the potential impact of the resource allocation and strategic investment to these groups?* The data provided demonstrates that the Counseling Center tends to serve students who receive PELL grants, First Generation, LatinX, Black/African American and 18-24 years at higher rates than the general credit student population. The impact of further resource allocation and strategic investment toward the work provided by the counselors will further increase the success disparities of these populations as compared to the general credit student population.
- *In terms of resource allocation if this is reduced or if services are not supported, does this ignore or worse existing disparities or produce other unintended consequences?* Yes, limiting resource allocations to support the work Retentions Counselors will worsen existing disparities. BIPOC, low SES, first generation and students with disabilities tend to be populations faced with higher levels of obstacles and barriers impacting their success and that these student populations need the type of additional support provided by the Retention Counselors.
- *What are the barriers to more equitable outcomes?* Barriers to more equitable outcomes are directly related to resource allocation or lack of. Loss of culturally responsive faculty of color who can competently serve marginalized student populations is another significant barrier.
- *Who are the stakeholders that need to be involved in decision making regarding services provided and resource allocation?* Counselors, Diversity Council, Multicultural Center faculty and student leader representatives, and administrators who value supporting BIPOC and marginalized student populations.
- *Are these stakeholders intentionally involved in strategic investment decision making?* Unknown for all of these areas except the counselors.
- *How will we enhance strategies to ensure each learner and communities' individual and cultural needs are met?* A taskforce of stakeholders needs to be identified to assure these priorities are met by evaluating needs, putting forth recommendations and developing an implementation plan.
- *How do we support every student at Lane to be prepared for college, career and participation as an active Lane community member, regardless of race, income or zip code?* At risk students (students already not meeting progress standards) and marginalized student populations need specialized support services that focus on behaviors and challenges that interfere with success. These specific student populations need strength based encouraging support and strategies to achieve their potential. Disinvesting in services provided by Retention Counselors who have the expertise to address all personal circumstances will lead to retention losses. The losses will negatively impact the bottom line.

JED Foundation Equity in Mental Health Recommendations

This writeup aligns with our goals and priorities in the Counseling Center so we have chosen to use the following indicators to identify our strengths and areas for improvement. The indicators align with Lane’s college mission fulfillment indicators.

The [JED Framework](#), “... delineates not only recommendations, but also practical implementation strategies for higher education leaders, administrators, and providers of student services. These recommendations incorporate structural changes in policy and practice that can reduce the stigma associated with student mental health challenges, increase proactive responses from colleges and universities, and provide more opportunities for students of color to thrive (Introduction, p1).”

JED Foundation Equity in Mental Health Mapping

Service and Learning Mapping to JED Foundation Recommendations

See JED Equity link below for implementation strategies.

Recommendations:

1. Identify and promote the mental health and well-being of students of color as a campus wide priority
2. Engage students to provide guidance and feedback on matters of student mental health and emotional well-being
3. Actively recruit, train and retain a diverse and culturally competent faculty and professional staff
4. Create opportunities to engage around national and international issues/events
5. Create dedicated roles to support well-being and success of students of color
6. Support and promote accessible, safe communication with campus administration and an effective response system
7. Offer a range of supportive programs and services in varied formats.
8. Help students learn about program and services by advertising and promoting through multiple channels
9. Identify and utilize culturally relevant and promising programs and practices, and collect data on effectiveness
10. Participate in resource and information sharing (within and between schools)

Service and Outreach <i>Upon engaging with this activity/service the following aligns with specific JED Recommendations</i>	Contributes to... JED Equity MH Recommendations 1-10 I = Implementation Strategies R=Recommendation MH = Mental Health	Learning Opportunities	Assessment Tool(s) (direct observation or measurement of learning) and indirect
Retention Counseling See Counseling web page https://www.lanec.edu/cc See Counseling Mission statement	R#1 , I 1,2, Improve on I 3 R#2 Improve I 1, 2, 3, 4, 5, 6 R#3 100% of Full Time Faculty meet BIPOC criteria and are culturally competent Improve I 1,2,3 (retaining) Improve – provide professional development to improve Culturally Responsive Counseling R#5 Pair Spanish Bilingual with MCC , GEC, BSU, and Diversity Council Improve I, 1, 2, 3, 4	Time Management Tools Recovery Road App Motivational interviewing Individual Sessions Counseling Mission Statement Counseling webpage Whitebird Clinic Get Help Suicide Prevention Coalition of Lane County (SPCLC) Recommendations Safety processes agreed upon by Counseling Center faculty in alignment with recommendations by SPCLC Gap: Current situation exists where Mental Health Interventions do not align with Counseling Center and the Mental Health and Wellness Center. Currently nearly no	Referral and Intake Questionnaires Columbia Suicide Severity Rating Scale Brown Stanley Safety Planning Termination Summary Safety response processes Improve – CALM and ASIST Training Informed Consent, communication regarding limits of confidentiality. Remote Counseling Consent

	<p>R#6 Culturally Responsive Safety protocols Needs improvement!!! I 1 in development, I 2 in development Improve clarity of I 1, 2 and 3 I 4 in progress (stalled) I 5 Student of Concern reports – need clarity regarding what should be reported R#7 Support provided via Zoom, also use email, phone and text to connect with students. I 1- pertains to timely APS interventions I 7 provides services for commuting students I 9 Provides community based and national services. Improve – on identifying gaps in service. R#8 Counseling Web Page and Shared Drive Resources I 1 , 2 3 5 Improve on resource allocation to promote programs/events I 4 6 Improve on taking programing to students R#9 Improve – provide professional development opportunities to identify and provide promising practices and programs. R#10 Identify and share with students resources and information – we do this well. Improve – sharing of resources to campus community. Improve – Collaborate with personnel at other schools to discuss lessons learned from existing programs and best practices for implementation. Improve I 1,2,3,4, 6, 7</p>	<p>communication exists between these two areas.</p> <p>Opportunity to close this gap by...utilizing JED Foundation Suicide Prevention and Intervention standards and National Alliance Standards. Using these as recommendations to implement would follow best-practices and support student safety and well-being.</p> <p>National Suicide Prevention Lifeline. Whitebird Clinic. Psychology Today, Hourglass Crisis Center.</p> <p>Use of Lane Weekly, Titan Times, Web Pages both Main and Counseling.</p> <p>Provision of culturally responsive counseling</p>	
<p>Career Counseling See Counseling web page https://www.lanec.edu/cc</p>	<p>Individual support</p>	<p>Oregon CIS Career Coach OLMIS, Road Trip Nation</p>	<p>Strong Interest Inventory</p>
<p>Academic Counseling See Counseling web page https://www.lanec.edu/cc</p>	<p>Individual support</p>	<p>Individual sessions Time Management Tools College Success: On Course</p>	<p>Direct: Weekly written work Calendar and planning tools Indirect: Term grades and completion rates.</p>
<p>Internship program</p>	<p>R#1 R#2 Improve I 1, 2, 3, 4, 5, 6 R#3 Improve I 1, 2, 3 R#7 Individual option</p>	<p>Work with Pacific, Oregon State and Bushnell to recruit interns</p>	<p>Intern evaluations Site evaluations Program Evaluations Supervise with a culturally competent and culturally responsive lens.</p>
<p>Classroom Outreach</p>	<p>R#1 R#2</p>	<p>Classroom visits: ESL, ABSE, remedial reading/writing</p>	<p>Indirect: attendance Direct: participation surveys</p>

	<p>R#9 Improve in identifying programs and practices for outreach Improve I 1, 2, 3, 4, 5</p>		
<p>Creating The Life You Want workshop series Holistic approach to providing wellness options See Counseling web page https://www.lanecc.edu/cc</p>	<p>Group format via Zoom R#1 R#2 I 2 Unheard series Improve I 1, 2, 3, 4, 5, 6 R#4 Improve in this area Improve I 1, 2, 3 R#7 Workshop options – can attend one or more sessions of the series. I 4 we do this well Improve I 2, 3, 5, 6, Good opportunities here R#8 Counseling Web Page and Shared Drive Resources I 1, 2, 3, 5 Improve on allocation of resources to promote programs and events I 4, 6 Improve on taking programming to students R#9 Improve in identifying programs and practices for outreach Improve I 1, 2, 3, 4, 5 Improve - Provide professional development opportunities to identify and implement promising practices and programs</p>	<p>Weekly workshops Lane Weekly Student Affairs Basecamp Titan Times Home page events calendar Improve: apply for LETS student position. R#10 Improve – sharing of resources to campus community. Improve – Collaborate with personnel at other schools to discuss lessons learned from existing programs and best practices for implementation. Improve I 1,2,3,4, 6, 7</p>	<p>Indirect: attendance Direct: participation surveys</p>
<p>Making Wise Choices workshops</p>	<p>R#7 See Counseling web page https://www.lanecc.edu/cc</p>	<p>Power Point Handouts</p>	<p>Indirect: attendance Direct: participation surveys</p>
<p>Question, Persuade, Refer Trainings</p>	<p>R#1 R#3 I 4 provides ongoing training for staff and faculty</p>	<p>Power Point Handouts Lane Weekly & Titan Times Student Affairs Basecamp</p>	<p>Indirect: attendance Direct: participation surveys</p>
<p>Mental Health First Aid</p>	<p>R#3 Training meets CCPD criteria I 4 – provides ongoing training for staff and faculty</p>	<p>Power Point Handouts Provided for Staff and Faculty</p>	<p>Indirect: attendance Direct: participation surveys</p>
<p>Preparing for Finals workshops See Counseling web page https://www.lanecc.edu/cc</p>	<p>Group format R#7</p>	<p>Power Points Handouts</p>	<p>Indirect: attendance Direct: participation surveys</p>
<p>Community Networking</p>	<p>R#7 I 8 Strategic partnerships working on this and could improve.</p>	<p>Counselor Meetings Sexual Assault Support Services EASA & McKenzie Men’s Center Transponder</p>	<p>Most of these are one time per term or at least annually.</p>
<p>Campus Networking</p>	<p>R#3 Collaborate with areas providing services to BIPOC populations. Provides weekly support for tutors, peer mentors and success coaches R#4 National events provide opportunity for collaboration Improve in this area. R#7 I 8 Strategic partnerships working on this and could improve. R#9 Collaborate to provide</p>	<p>Outreach liaisons/Meetings Outreach Chart provides areas that are supported by Retention Counselors Dedicated counselor to support Native Spanish Speaking students Dedicated counselor to support Tutoring Outreach Specialists working with students who are</p>	<p>Many of these outreach meetings are weekly. Some are one time per term or at least annually.</p>

	<p>promising practices and programs. Improve – provide professional development to identify and implement promising practices and programs.</p>	struggling academically.	
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Areas for Improvement:

- Starting in the Fall of 2019, the Counseling Center had representation on the Mental Health Committee whose task was to address the growing mental health needs of students on campus. Despite the position held by a

“I have realized through this experience that my instructors are valuable resources and help me to be successful by inspiring me to engage in different ways.”

majority of the members on the task force with regard to approaching students who are at risk of suicide, the Counseling Center representative, **advocated for an effective response system** that took into account the specific concerns of students of color, including international and DACA students with a more culturally responsive approach. The goal of this advocacy was to reduce the unintended consequences of using force, handcuffs and uniformed officers for the purpose of transport to a higher acuity level of service. The alternative offered by the representative is Lane County’s Nationally recognized well-established emergency response service, CAHOOTS, (O’Connor, K., 2020; CAHOOTS, 2021)

Identify and Utilize Culturally Relevant and Promising Programs and Practices, and Collect Data on Effectiveness

- In the past, the Counseling Center has been able to dedicate a certain number of hours solely towards working with students of color. Due to the changing demographics at Lane, which shows increasing enrollment of students of color, the Counselors have identified the opportunity to consider programs that provide room for discussion regarding issues that are central to the experiences of students of color, such as race related stress, feelings of marginalization, the emotional challenges of being a first-generation student, etc. Such programs serve to empower students of color, offering opportunities to develop leadership skills.

Support and Promote Accessible, Safe Communication with Campus Administration and an Effective Response System.

- In order to **promote effective response systems** to best serve at-risk students in a culturally responsive manner, Retention Counselors have made recommendations for policy changes and requested external consultation from the Lane County Suicide Prevention Coalition Coordinator to provide campus-wide education on best practices and processes for responding to crisis situations.
- Retention Counselors are committed to practices that **promote clearer channels of communication** on campus and **reduce barriers to student access** to support services, and actively advocate for ease of access for student care.
- In order to **develop an effective response system** for students at risk of harm to self or others, the college administration is starting to put forth policy proposals. The faulty counselors of color, in

response to these initial presentations, have **requested constructive conversations** that include the presence of a moderator. **Unfortunately, this process did not move forward.**

- In the future we would like to provide professional growth workshops to Lane faculty and staff to help them identify implicit bias or microaggressions or even help them understand the experiences that BIPOC students have on your campus?

What we are doing well

While creating policies, programs, and workgroups, Retention Counselors **actively elevate voices of color within the institution** in order to promote equity, inclusion and representation of valuable minority voices.

In order to serve the *entire* student body, the **BIPOC representation in stakeholder groups is vital for the decision-making process.** The mental health and well-being of students of color is a priority for the Counseling Center professional staff and faculty and this priority influences all decision making.

SECTION 5: ALIGNMENT WITH LANE CORE LEARNING OUTCOMES AND VALUES

The Counseling Center courses and APS Interventions are mapped below to show the alignment of the work that we do with Lane’s Core Learning Outcomes. Course descriptions, syllabi, and outcomes are reviewed annually to ensure we utilize direct and indirect measures to assess student learning.

“Maintaining my mental health has been a challenge. It takes so much energy to be perfect. I have learned to let go and be okay with who I am and also that it’s okay to not be in control of everything.”

The Academic Progress Standards [Academic Alert system](#) interventions for students align with the [Core Learning Outcomes](#) and have consistently demonstrated success as reflected most recently in the [Fall term of 2020](#). For the students who successfully completed CG 100 BC - College Success Back On Course 88% achieved the APS standards. For the students who did not pass only 14% achieved the APS standards.

In Fall 2020 the counselors provided support for returning students from [academic dismissal](#). From this group 81% achieved the [APS standards](#). The success rates for both the 3rd and 4th alert level students were higher than the overall 74% of student population that met the APS standards.

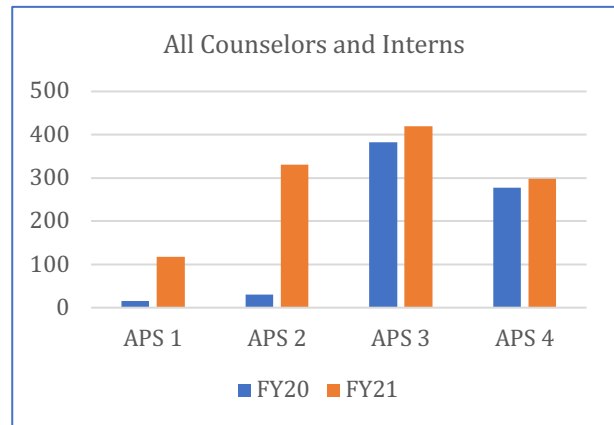
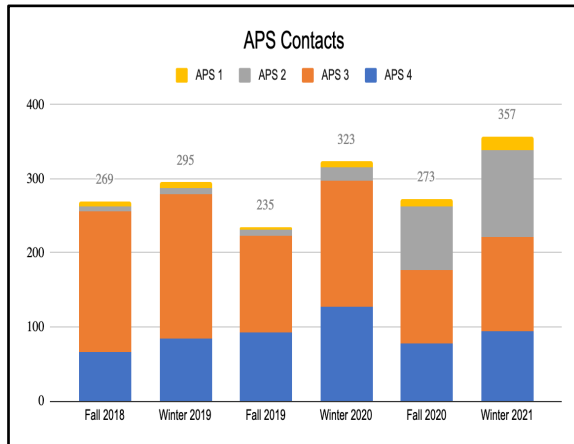
Concerning statistics emerged for the [Fall 2020 and Winter 2021 students](#) who did not meet the APS Standards; nearly 50% did not enroll for the following term and 33%/30% had Accounts Holds.

Academic Progress Standards CORE Purpose: Academic Progress Standards (APS) identifies students not making progress towards established goals. In an effort to support student success, APS strives to provide proactive services, resources, and learning opportunities for students who have not met academic progress standards. These appropriate and timely interventions focus on promoting student success. These interventions were designed using Lane’s Core Learning Outcomes. To evaluate the APS interventions the Core Learning Outcomes are being mapped with the objectives listed on the [APS website](#).

The following mapping demonstrates how APS desired Outcomes for Alerts 1 through 4 Interventions align with Lane’s Core Learning Outcomes using direct/indirect measures.

FY 18, 19 20 APS efforts supported by Success Coaches

From FY20 to FY 21 APS became full responsibility of the Counseling Center



For FY 21 note increase in APS 1 and 2 contacts.

For FY 21 APS 3 and 4 contacts increased despite APS Alerts on hiatus from Winter 20 through Fall 20 and a 14 % drop in enrollment. Most APS 1 and 2 contacts started in Spring 21.

Academic Progress Standards Interventions: Course Curriculum Map

Academic Progress Standards Interventions: Mapping to Core Learning Outcomes

Desired Outcomes <i>Upon successful completion of these interventions, students will be able to:</i>	Contributes to... Core Learning Outcomes	Learning Opportunities SS= Success Plan written activity in Moodle PR = Petition to Return RC = Counselor appt	Assessment Tool(s) (direct observation or measurement of learning) Alerts 2, 3 and 4 activities = A2, A3, and A4
Identify and address barriers or obstacles interfering with progress and completion of academic goals.	CLO 1.1-1.6	Web page A1 Moodle content A2 , A3 and A4 Success Plan in A2, and A3 RC appointments for A3 Petition to Return for A4 RC appointments for A4	Success Plan entries in Moodle for A2, and A3. Submitted Petitions to Return for A4. Submitted written work to discuss for A4
Develop and implement personalized success/action plans	CLO 2.5 CLO 3.1-3.5 CLO 4.1,4.2,4.4,4.5, 4.6 CLO 5.2, 5.4	Moodle content A2 , A3 and A4 Success Plan in A2, and A3 RC appointments for A3 Petition to Return for A4 RC appointments for A4	Written work submitted for Success Plan in A2, and A3 RC appointments for A3 Petition to Return for A4 RC appointments for A4

Teach, mentor and coach students to utilize success practices	CLO 2.5 CLO 3.1-3.6 CLO 4.1,4.2,4.4,4.5, 4.6 CLO 5.1,5.2, 5.4	Moodle content highlighting campus resources A2 , A3 and A4 Success Plan in A2, and A3 RC appointments for A3 Petition to Return for A4 RC appointments for A4 Videos outlining processes	Written work submitted for each of the following: Success Plan in A2, A3 and A3 RC appointments for A3 Petition to Return for A4 RC appointments for A4
Assess and track individual student achievement	CLO 1.1,1.2,1.3,1.5,1.6	RC appointments for A3 Petition to Return for A4 RC appointments for A4 For A3 and A4 student meets with Academic Advisors to identify their own individual level of achievement	Student self-evaluation of progress is done for A2, A3 and A4 in written submitted activities. Indirect measures GPA and percent completed
Properly refer students to appropriate student support services and resources	CLO 1.1,1.2,1.3,1.5,1.6 CL 2.1, 2.2, 2.5 CLO 3.1-3.6	Resource information is provided for A1 web based. And for A2,A3 and A4 Moodle based. Success Plan, Petition to Return and Retention Counselor pre-written	Success Plan activities identify student needs for resources for A2, A3, and A4 Recommendations are provided by counselors
Increase student retention	All activities are designed to support retention	All interventions are designed to support retention. An additional resource is weekly personal, academic or retention counseling support if needed.	Indirect measures reviews student retention and completion each term.
Timely transfer to respective institutions, programs, and workforce	All activities are designed to support retention	All interventions designed to support retention. weekly personal, academic or retention counseling support if needed.	Indirect measures reviews student retention and completion each term.
Promote degree and award completion	All activities are designed to support retention	All interventions are designed to support retention. An additional resource is weekly persona, academic or retention counseling support if needed.	Indirect measures reviews student retention and completion each term.

Summary of recommendations for APS CLO Mapping: A third year of program review was not completed due to the pandemic and a decision to suspend the monitoring of student academic progress from Winter 2021 through Fall 2021. Students with previous Alert 2, 3 and 4 holds were provided support. Most processes were moved to Moodle, Email, Phone and Zoom appointments if needed. Starting Winter term 2021 monitoring of student academic progress resumed. Spring term 2021 has provided the ability to evaluate how manageable the system changes are. The work to support the APS system, interventions and students is more efficient and prescriptive while also providing quality feedback and retention counseling support. For the fourth Alert a decision was made to not dismiss students from the college - instead we increased support by requiring this population to meet with counselors the term that they return. This allowed 22 students to enroll in 212 credits who previously would have had their classes dropped. The only recommendation at this point would be to continue with the third year of program review Fall term 2021.

Core Learning Outcome Mapping of CG Courses currently offered

Career and Guidance 3 credit courses are available to all students and recommended to Academic Alert students. CG 100 3 credits and CG 203 both meet the Associate of Applied Science Human Relations requirements. The Counseling Center works to create a learning-centered environment, providing psychoeducational courses (CG 100, CG 100BC, CG 203) that support student learning and teamwork. Retention Counselors aim to assist students in identifying behaviors and obstacles, as well as bolstering self-efficacy, interdependence and utilization of both on- and off-campus resources to improve learning and promote student success. Due to the move to remote learning our individual student/instructor meetings outside of class have doubled from 2019 to 2020. The faculty are using any means necessary (e.g., Zoom, Google Voice/Text, phone, and email) to communicate effectively, in a timely manner to support student success. CG 100 BC College Success: Back on Course is a one credit online course specifically designed for APS: Academic Progress Standards Alert 3 students.

“Balancing life roles: I’ve gotten much better and it has to do with protecting time not only for school but for relationships.”

College Success: Back On Course Curriculum Map

Course: CG100 College Success: Back On Course One credit for APS: Alert 3 students Mapping to Core Learning Outcomes

Course Outcome <i>Upon successful completion of this course, students will be able to:</i>	Contributes to... Core Learning Outcomes	Learning Opportunities A=Assignment W=Participation Activity C= Chapter Reading	Assessment Tool(s) (direct observation or measurement of learning)
Take greater personal responsibility while gaining more control over the outcomes that you create in your academic life.	CLO 1.1 – 1.6 CLO 2.1, 2.5 CLO 3.1, 3.3,3.4,3.5, 3.6 CLO 4.1, 4.2 CLO 5.4	C#1/A#1 Self-Management & Weekly Planning A#2 Obstacles/Behaviors meeting with Counselor A#3 Planning with Academic Advisor A#4 Progress Reports with Instructors including self-reflections	A#1 Schedule and short answer A#2 Short answer/report from counselor A#3 Short answer/report from Advisor A#4 Progress reports from Instructors/written self-reflections.
Successfully navigate college policies and procedures including Academic Progress Standards (APS) and Satisfactory Academic Progress Standards	CLO 1.1-1.4 CLO 3.1- 3.6 CLO 4.1,4.2,4.4,4.6	C#1 Review of APS C#3 Program Advising C#4 Making Unwise Choices C#5 Making Wise Choices review of APS and SAP C#5 Success Team & Interdependence concepts	A#5 Short answer reflective questions; asked to identify goals, desired outcomes, options and potential solutions to earn grades they desire. Based on self-reflections and progress reports from instructors.
Identify persistent behaviors and obstacles that limit your success and implement solutions	CLO 1.1-1.6 CLO 2.5 CLO 3.1- 3.6 CLO 4.1-4.6 CLO 5.1-5.4	A#2 Obstacles/Behaviors meeting with Counselor C#2 Lane Resources C#2 Video Mental Health Hygiene/GRIT Video	A#2 Written work and interview w/Counselor feedback leads to Individualized Success Plan development
Develop an individualized resource plan and utilize campus resources	CLO 1.1-1.6 CLO 3.1-3.6 CLO 5.1-5.4	A#2 Obstacles/Behaviors C#2 Campus Resources C#6 How to study effectively	A#6 Short Answer/Reflection on the use of personal, campus and financial resources.

Evaluate progress toward degree or certificate completion and create a term-by-term plan for achieving your academic goal	CLO 1.1-16	A#3 Meeting and planning w/Academic Advisor C#3 Growth Mindset and setting goals	W#3 Motivation written reflection A#3 Term by Term Planning with Academic Advisor
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Summary and Recommendations:

- Review and update CG100 BC curriculum (e.g., instructional content, develop appropriate materials) at least one time per year.
- Implement effective technology tools that enhance learning for remote learning (e.g., Moodle development, video/audio, communication delivery system enhancement)
- Revised curriculum to reduce technology challenges for students
- Assess best instructional delivery methods that meet student needs (e.g., in-person, online, hybrid)
- Identify and promote CG100 BC courses to student populations that are required to take it.
- Instructional staffing and debriefing should take place at least once a term (e.g., end of term debrief, curriculum review)

College Success (3 credit) - Course Curriculum Map

Course: CG100 College Success (3 credit) - Mapping to Core Learning Outcomes

College Success (CG100) helps students learn many proven strategies for creating greater academic, professional, and personal success. Students will discover how to create a rich fulfilling life by learning to take charge of life directions and outcomes. College Success empowers the participant to make wise choices in academic, career, and personal life roles.

College Success (CG100) fulfills the Human Development requirement for many Associate of Applied Science and electives for transfer degrees at Lane Community College.

“I have learned to think honestly when evaluating my performance in class. I think this has helped me to know when I need to study more and not be overconfident when I do.”

Open Education Resources (OER) are used to reduce the overall costs and address equity issues for this credit class.

Course Learning Outcome(s) <i>Upon successful completion of this course, students will be able to:</i>	Contributes to... <u>Core Learning Outcomes</u>	Learning Opportunities (C) Chapter Reading (F) Forum (J) Journal (A) Assignment	Assessment Tool(s) (direct observation or measurement of learning) (Q) Quiz based on chapter reading
Take greater personal responsibility while gaining more control over the desired outcomes.	CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1-3.6 CLO 4.1, 4.2, 4.3, 4.6	* (C) Your College Experience * (F) Intro to Peers & Why in College * (J) Values Inventory * (A) Pre-Questionnaire	* (Q) based on chapter reading * Academic Planning * (A) Pre-Questionnaire * (J) Value Inventory * Making Wise Choices
Increase self-motivation by discovering meaningful goals and dreams.	CLO 1.1, 1.4 CLO 2.1, 2.4 CLO 3.1, 3.2, 3.4-3.6 CLO 4.1, 4.2 CLO 5.2, 5.4	* (C) Staying Motivated * (F) What Motivates You? * (A) Developing a Life Plan * (J) Reflecting on How You Actually Spend Your Time	* (Q) based on chapter reading * (A) Developing a Life Plan * (J) Reflecting on How You Actually Spend Your Time
Improve personal self-management by learning strategies for taking control of time and energy, moving efficiently towards the accomplishment of identified goals.	CLO 1.1-1.6 CLO 2.1, 2.2, 2.4, 2.5 CLO 3.1, 3.2, 3.4-3.6 CLO 4.1, 4.2, 4.4 CLO 5.1, 5.2, 5.4	* (C) Staying Motivated, Taking Control of Your Finances, Taking Control of Your Future * (F) Positive Self Talk Can Change Self Defeating Behaviors * (A) Developing a Life Plan - “Roles and Goals” * (J) Develop a Weekly	* (Q) based on chapter reading * Developing a Weekly Schedule * The 32 Day Commitment * (A) Developing a Life Plan * (J) Develop a Weekly Schedule

		Schedule	
Develop interdependence through mutually supportive relationships. Identify and access available student support resources.	CLO 1.1-1.6 CLO 2.1, 2.4, 2.5 CLO 3.1 - 3.6 CLO 4.1, 4.2, 4.6 CLO 5.1, 5.2	* (C) Interacting with Instructors, The Social World of Change * (F) Getting Connected @ Lane * (A) Checking in with Your Teachers regards Your Academic Progress * (J) Participating in Class Challenge	* (Q) based on chapter reading * Personal boundary development * (A) Checking in with Your Teachers regards Your Academic Progress * (J) Participating in Class Challenge
Increase self-awareness by recognizing self-defeating patterns and limiting beliefs.	CLO 1.1-1.6 CLO 2.1 CLO 3.1 - 3.6 CLO 4.1, 4.2, 4.5, 4.6 CLO 5.1, 5.2, 5.4	* (C) Test Anxiety and Boogie Thoughts * (F) Compliments & Affirmations * (A) Addressing Boogie Statements * (J) Self-Renewal Techniques	* (Q) based on chapter reading * (J) Values Survey * (J) Life Events & Stress Management
Maximize learning by understanding and utilizing various learning styles.	CLO 1.1-1.6 CLO 2.1, 2.5 CLO 3.1 CLO 5.1, 5.2, 5.4	* (C) Thinking About Thought * (F) Thinking outside the Box and Thinking Creatively * (A) Developing Self Discipline by Taking Purposeful Action * (J) Changing Negative Attitudes to Positive Actions	* (Q) based on chapter reading * (A) Developing Self Discipline by Taking Purposeful Action * (J) Changing Negative Attitudes to Positive Actions
Develop emotional intelligence by learning effective strategies for managing one's emotional life, decreasing stress, and increasing sense of well-being.	CLO 1.1 CLO 3.1, 3.5, 3.6 CLO 5.1, 5.2, 5.4	* (C) How You Learn * (F) Learning College Resources * (A) Multiple Intelligences, Addressing Boogie Statements * (J) Self-Renewal Techniques, Personal Attitudes * (J) Coping with Stress	* (Q) based on chapter reading * Multiple Intelligences - Howard Gardner's MI Model * Holmes-Rahe Life Stress Inventory
Raise self-esteem by developing self-acceptance, self-confidence, and self-respect.	CLO 1.1 CLO 3.1, 3.5, 3.6 CLO 4.2, 4.5, 4.6 CLO 5.1, 5.2, 5.4	* (C) Taking Control of Your Health * (F) Developing a Self-Care Wellness Plan * (A) Making Wise Choices * (J) Personal Attitudes	* (Q) based on chapter reading * (A) Making Wise Choices * (J) Personal Attitudes
Improve creative and critical thinking skills for analyzing and solving problems.	CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1-3.6 CLO 4.1-4.6 CLO 5.1, 5.2, 5.4	* (C) Thinking about Thought * (F) Creativity and Curiosity * (A) The 32 Day Commitment * (J) Applying the Wise Choice Process	* (Q) based on chapter reading * (F) Creativity & Curiosity * (J) Applying the Wise Choice Process
Establish competence and confidence on navigating academic and organizational systems.	CLO 1.1, 1.2, 1.3, 1.5, 1.6 CLO 2.1, 2.5 CLO 3.1, 3.3, 3.4, 3.5, 3.6 CLO 4.1 - 4.6 CLO 5.1, 5.2, 5.4	* (C) Interacting with Instructors * (F) Student Resources, Meeting with an Academic Advisor * (A) Checking in with Your Teachers Regarding Your Academic Progress	* (Q) based on chapter reading * (F) Student Resources, Meeting with an Academic Advisor * (A) Checking in with Your Teachers Regarding Your Academic Progress

Develop cultural competence to be applied in academic, personal, and work environments.	CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1, 3.2, 3.5, 3.6 CLO 4.1-4.6 CLO 5.1, 5.2, 5.4	*(C) The Social World of College & Creating a Safe Learning Environment *(F) Getting Connected *(A) Harassment & Lane’s Policy *(J) Appreciation of Others Differences, Diversity and Prejudice	*(Q) based on chapter reading *(J) Appreciation of Others Differences, Diversity and Prejudice
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Summary and Recommendations:

- Review and update CG100 curriculum (e.g., instructional content, develop appropriate materials)
- Implement effective technology tools that enhance learning for remote learning (e.g., Moodle development, video/audio, communication delivery system enhancement)
- Assess best instructional delivery methods that meet student needs (e.g., in-person, online, hybrid)
- Identify and promote CG100 courses to student populations that may benefit (e.g., first term students, GED/ASL/ESL, APS: Alert students)
- Instructional staffing and debriefing should take place at least once a term (e.g., end of term debrief, curriculum review)
- Review curriculum and method of teaching to ensure cultural responsiveness

Human Relations at Work: Course Curriculum Map

Course: CG203 – Human Relations at Work (3 credit) Mapping to Core Learning Outcomes

Human Relations at Work (CG203) promotes active learning through practicing appropriate interpersonal skills applicable to the workplace, school setting, and other public life venues. The course is designed to increase self-knowledge and improve confidence in the world of work by providing effective tools and skills in a combined remote and online learning environment. Chapter readings, forum posts, assignments, integration papers and quizzes stress practical application and development of skills. Active participation is vital to being successful in CG 203.

Human Relations at Work (CG203) fulfills the Human Development requirement for many Associate of Applied Science degrees at Lane Community College. It has the added advantage of being packed full of real-world considerations applicable to professional and personal life long after the course has been completed.

Open Education Resources (OER) are used to reduce the overall costs and address equity issues for this credit class.

“This class helps me determine if where I work is a good work place, how to be at the workplace and how we could improve the workplace. I like how we have small forum groups instead of bigger ones.”

Course Learning Outcomes <i>Upon successful completion of this course, students will be able to:</i>	Contributes to... <u>Core Learning Outcomes</u>	Learning Opportunities *(C) Chapter Reading *(F) Forum *(A) Assignment *(IP) Integration Paper	Assessment Tool(s) (direct observation or measurement of learning) *(Q) Quiz based on chapter reading
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<p>Identify their individual work style (i.e., where they like to focus their attention, the way they like to take in information and the way they like to make decisions), and the strengths and weaknesses of that style. Describe the strengths of other work styles and how to work cooperatively with workers with different styles.</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.2, 3.5, 3.6 CLO 5.1, 5.2, 5.4</p>	<p>*(C) What is Human Relations?, Achieve Personal Success *(F) Personal/Work Values, Personal Skill Development *(A) Personality Type, Emotional Intelligence *(IP) What's My Attitude?, Addressing, Dealing With Change in the Workplace</p>	<p>(Q) Based on chapter reading *Biography Questionnaire. *Emotional Intelligence Assessment. *Myers Briggs Type Indicator (MBTI) *The Holmes-Rahe Life Stress Inventory. *Bentley College Ethics Test *Learning Styles Inventory *Mid-term CG203 Eval CG203 END Eval CG203 *Team Process questions Part I and Part II. *Final Project.</p>
<p>Describe and use appropriate communication skills including nonverbal communication and active listening. Describe barriers to communication and how to overcome them. Recognize, describe, and demonstrate assertive behavior and describe how it differs from passive and aggressive behavior. Students will also practice effective interpersonal skills in the digital world.</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1, 3.2, 3.4, 3.5, 3.6 CLO 4.1-4.6 CLO 5.1, 5.2, 5.4</p>	<p>*(C) Communicate Effectively *(F) Artifacts in the Workplace *(A) Effectively Dealing with Conflict *(IP) Body Language Communication</p>	<p>(Q) Based on chapter reading *Whole Messages work *Listening Style Inventory *Team Effectiveness Inventory *Career Motivation Test</p>
<p>Learn about the characteristics of an effective work team and practice being a capable team member. Develop leadership skills.</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1-3.6 CLO 4.1-4.6 CLO 5.1, 5.2, 5.4</p>	<p>*(C) Working Effectively in Groups, Be a Leader *(F) Committee Work - applying change *(A) Applying Stages of Group Development *(IP) Group Identification and Affiliation</p>	<p>(Q) Based on chapter reading *Team Effectiveness Inventory *Career Motivation Test</p>
<p>Understand the issues involved in working with people from different cultural backgrounds and how to work effectively in a diverse workplace. Develop cultural competence to be applied in the academic and work environment.</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1, 3.2, 3.4, 3.5 CLO 4.1-4.6 CLO 5.1, 5.2, 5.4</p>	<p>*(C) Diversity at Work *(F) Human Difference & Perception *(A) Company Culture - Creating inclusion *(IP) Privileges in the workplace</p>	<p>(Q) Based on chapter reading *Cultural Competency Self Assessment Checklist</p>
<p>Describe and demonstrate successful conflict resolution. Understand what sexual harassment is, how to prevent it, and how to deal with it if it occurs.</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5 CLO 3.1, 3.2, 3.4, 3.6 CLO 4.1-4.6 CLO 5.1,5.2, 5.4</p>	<p>*(C) Conflict Resolution and Negotiation Skills *(F) Relationship development - The Platinum Rule *(A) Applying conflict handling styles *(IP) Case Study - Silence</p>	<p>(Q) Based on chapter reading *Conflict Management Styles Assessment</p>
<p>Identify character traits associated with being an</p>	<p>CLO 1.1-1.6 CLO 2.1-2.5</p>	<p>*(C) Ethics at Work *(F) Unethical or the "Way we</p>	<p>(Q) Based on chapter reading *Ethics Self-Assessment</p>

ethical person and use a systematic method for making ethical decisions and behaving ethically.	CLO 3.1, 3.2, 3.4, 3.6 CLO 4.1-4.6 CLO 5.1,5.2, 5.4	do Business?" *(A) Ethical Decision Models Application *(IP) Value Systems Applied	*Value Systems Applied
Describe and give examples of how to effectively manage workplace stress and productivity.	CLO 1.1-1.6 CLO 3.1-3.5 CLO 5.1, 5.2, 5.4	*(C) Manage Your Stress *(F) Methods for Stress Management *(A) Personal Stress and EQ *(IP) Resolving Stress Using the 4 A's Model	(Q) Based on chapter reading *The Holmes-Rahe Life Stress Inventory *Personal Stress and EQ *Resolving Stress Using the 4 A's Model
Develop a better understanding of what motivates you and others in the workplace. Increasing personal satisfaction and advancing career development.	CLO 1.1-1.6 CLO 3.1-3.6 CLO 5.1, 5.2, 5.4	*(C) Motivation, Manage Your Career *(F) Identifying your top motivations, Engaging with others - in person and virtually *(A) What's Most Important to You?, Communicating in the digital world *(IP) Creating an Individual Development Plan, Identifying area of growth	(Q) Based on chapter reading *Team Effectiveness Inventory *Career Motivation Test *Creating an Individual Development Plan, Identifying area of growth
Understand and apply sound decision-making processes in the workplace.	CLO 5.1 CLO 5.4	*(C) Making Good Decisions *(F) Making "good enough" decisions *(A) Making intuitive decisions *(IP) Understanding decision making	(Q) Based on chapter reading *Nominal Group Technique Assessment *Delphi Technique Assessment *Ten Questions for Decision making

Summary and Recommendations:

- Review and update CG2003 curriculum (e.g., instructional content, develop appropriate materials, update current trends and resources)
- Implement effective technology tools that enhance learning for remote learners (e.g., Moodle development, video/audio, communication delivery system enhancement)
- Assess best practice instructional delivery methods that meet student needs (e.g., in-person, online, hybrid)
- Instructional staffing and debriefing should take place at least once a term (e.g., end of term debrief, curriculum review)
- Increase cultural competence practices in the classroom and its application in the workplace
- Instructional staffing and debriefing should take place at least once a term (e.g., end of term debrief, curriculum review)
- Increase cultural competence practices in the classroom and its application in the workplace

SECTION 6: KEY PERFORMANCE INDICATORS

Key Performance Indicators used to assess quality and effectiveness of our services and programs relative to our core purpose and the college mission. Include collegewide institutional indicators related to the services we provide. ([look at Mission Fulfillment Indicators](#) - key word search)

1. *How we measure success related to programs* - [See APS Program Review](#).
2. *How we measure success related to teaching and learning* - See Core Learning Outcomes Section 5.
3. *How we support student learning outcomes prioritized by the institution. Direct and indirect measures.* See Core Learning Outcomes section 5.
4. Most instructors use the Learning Management Tool Moodle to elicit [feedback from students](#) to improve student learning and services provided

Mission Fulfillment Indicators: We have been unable to access data to address these indicators for both our contacts related to APS Interventions, and Teaching. We want to follow up on answering these questions for second year of program review

2. *Percentage of first time in college students completing their program-level math requirement in year one*

13. *Percentage of first time in college students completing their program-level writing requirement in year one*

14. *Percentage of students who progress to second term and/or second year*

15. *Percentage of students who complete degrees or certificates within 3 and 6 years*

16. *Percentage of award-seeking transfer students who transfer to 4-year institutions in 3 and 6 years*

SECTION 7: Jed Foundation Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student and Recommended Standard Care for People with Suicide Risk: Making Healthcare Suicide Safe

“Although suicide is clearly a clinical issue, it is also a public health (or environmental) issue. This necessitates a shift in focus from prevention and treatment at the individual level to prevention and treatment at the community level. Therefore, suicide prevention should no longer be solely the concern of mental health professionals but also that of the **entire college community** (JED, pg. 7).”

Both of these articles from respected sources outline a process that would assist Lane in developing policies and protocols that should be adopted to ensure best practices are being utilized to support students ethically, and safely during times of distress.

The second article is from the National Action Alliance for Suicide Prevention. To download a copy of the National Strategy, please visit www.actionallianceforsuicideprevention.org

The Counseling Center currently uses National Alliance recommendation resources listed: The Columbia Severity Rating Scale (C-SSRS) and the Stanley Brown Safety Plan Intervention. National Suicide Prevention Life is provided to all clients. Initial steps led by Roger Brubaker from the Suicide Prevention Coalition of Lane County were stalled.

One high priority for the counselors is echoed by the JED Foundation, “Consider the ethnic, racial, cultural, and spiritual diversity of your student body and create protocols that reflect and support these differences (JED, p10).” This is especially important during the time of racial and social injustices being experienced by Asian, Black and Latino populations.

It is of critical importance that these recommended processes be a high priority for Lane Community College. Should policies and protocols be developed these should also be reviewed by the following: legal counsel, Diversity Council, Faculty Council and College Council. This work needs to be a top priority and start when all critical stakeholders can be included in working through the process as outlined by the Framework.

“Here I can not only express my own views, but also see other people's Thoughts on the same issue. This makes my thinking more comprehensive and diverse.”

SECTION 8: KEY FINDINGS AND RECOMMENDATIONS

Counseling and Mental Health Recommendations

Key Findings and Recommendations

- Best Practice Alignment in Providing Student Services and Recommendations
- Suicide Prevention and Intervention Recommendations

Best Practice Alignment in Providing Student Services

The [Task Force on Student Mental Health](#) has identified three objectives for all of Oregon’s public higher education institutions, with the intention of improving promotion and prevention services related to mental health, while removing barriers to access ([HECC, 2018](#)). The objectives include the following.

1. The promotion of student health choices, knowledge, and information
2. Prevention of negative impact of mental health on scholastic success

The practices of the Counseling Center are discussed below in order to assess adherence with best practices, as well as the recommendations provided by the [JED Foundation](#) and the [Higher Education Coordinating Commission](#).

1. *Promote Student Wellness:* The Counseling Center offers a series of workshops entitled “Creating the Life you Want”, which aims to provide psychoeducational information that will help students cope with different stressors and improve emotional intelligence. During Winter ‘21 there were 18 workshops offered that had 78 registrations representing 46 students. For Spring 21 (in progress) there are 21 workshops that have had 61 registrations for the Month of April representing 42 students. In partnership with Center for Accessible Resources we were able to have an American Sign Language interpreter.

Retention Counselors instruct College Success courses, which help students develop skills necessary to succeed in college, as well as skills to improve self-awareness, self-management, and emotional intelligence. Instructors also provide outreach and support to students enrolled in the course.

2. *Proactive Outreach:* The Academic Progress Standards team has increased outreach, contacting students through various methods to offer support and resources. In Fall 2020 and Winter 2021, Retention Counselors made contact with 630 students individually to discuss Academic Progress Standards.

The Counseling Center has increased its outreach efforts over the past year. Retention Counselors attend various faculty meetings, classes, and student groups, in order to raise awareness of the services offered at the Counseling Center. See outreach table page 12 of this report.

3. *Offer Assessment Opportunities:* Retention Counselors complete formal mental health intake assessments with students that engage in personal counseling sessions. In addition to formal assessments, Jessica Alvarado has offered Mental Health First Aid and QPR training to campus partners and faculty. These trainings are valuable gatekeeping training opportunities, which provide staff and faculty with the tools to screen for emerging mental health concerns, recognize and respond

to early signs of distress and be able to provide appropriate referrals to students. Counselors also use career assessment tools like the Strong Interest Inventory to help students to become clearer about their academic and career goals.

4. *Reduce Mental Health Stigma:* Although there are services on campus available to address challenges facing students, students do not always access them. The Counseling Center currently provides outreach and speaks about the services offered in a wide range of campus settings. This works to normalize using campus resources and engaging in help-seeking behaviors. Additionally, Mental Health First Aid and Question, Persuade Refer training opportunities function not only to provide individuals with the tools to recognize and respond to mental health concerns, but also serves to reduce the stigma around mental health.

Recommendations:

1. *Increase student awareness of mental health and wellness services available.* Despite data indicating that mental health conditions are steadily increasing among student populations, see survey results below suggest that students are often unaware of the services available on campus.

A recent [Student Voice survey, conducted by Inside Higher Ed](#) and College Pulse and presented by Kaplan, indicates that a year into the pandemic:

- 65 percent of students report having fair or poor mental health.
- 63 percent of those who say it's poor would grade their college's response to student mental health and wellness services a C or lower (compared to 43 percent of all students).
- 47 percent say they could have used some (28 percent) or a lot (19 percent) more support from their college during this time.
- Only 15 percent engaged in college-offered counseling in the past year.

Retention Counselors have identified opportunities to increase strategic communications (via email/social media/in-person) to disseminate information about mental health services and resources. Promotional materials can be displayed and distributed in key areas, such as Advising Areas, the Food Pantry, the Health Clinic, etc. Awareness of mental health can also be increased through the creation and sharing of web and student communications (e.g., Titan Times) that promotes awareness, resources, and services on a weekly basis.

2. *Increase specific outreach to student populations that have a higher risk for mental health challenges.* According to data from the CDC (2020), younger adults, racial/ethnic minorities, essential workers, and unpaid adult caregivers reported having experienced disproportionately worse mental health outcomes, increased substance abuse, and elevated suicidal ideation. Due to elevated risk, Retention Counselors have identified a need to target specific student populations, particularly those listed above. This can be accomplished through continuing to develop partnerships with areas like the Multicultural Center, and other groups in Student Life and Leadership.
3. *Participate in various screenings throughout the academic year, assessing student needs, promoting wellness, and initiating service when appropriate.* Retention Counselors have identified the opportunity to promote wellness and participate in various screenings throughout the academic year through programming for Depression Awareness Month, Mental Health Awareness Month, Healthy

Relationships Awareness Month, etc. Such programming will serve not only for screening, but also to normalize mental health check-ups.

Suicide Prevention & Intervention Recommendations

Best Practice Alignment in Practice

The National Action Alliance for Suicide Prevention (2018) identified gaps of services where people who are at an increased risk of suicide often ‘fall through the cracks’, and have made recommendations for best practices based on data:

1. Proactively Identify Suicide Risk
2. Act Effectively for Safety
3. Provide Supportive Contacts

In order to assess the adherence to best practices promoted by community organizations, the practices of the Counseling Center are analyzed for alignment with the recommendations made by the National Action Alliance for Suicide Prevention:

1. *Proactively Identify Intense Suicide Risk - Trainings and Assessments.* All Retention Counselors and Counseling Center Staff are actively engaged in continual training for identifying those in mental health crisis, such as QPR Training, Mental Health First Aid Trainings, and implementation of assessments such as the Columbia-Suicide Severity Rating Scale (C-SSRS) with students who display symptoms consistent with increased suicidality. Additionally, Jessica Alvarado, MS, facilitates QPR and Mental Health First Aid training for the greater Lane County Community.
2. *Act Effectively for Safety - Implementing Safety Planning.* Retention Counselors are utilizing best-practice tools to assess risk and to provide safety planning. They are trained to use the Columbia Suicide Severity Rating Scale and Stanley Brown Safety Plan to guide and support students responsibly. Safety plans are revisited often and discussed in counseling sessions to promote student autonomy and engagement in their mental health treatment plan.
3. *Provide Supportive Contacts for People at Risk of Suicide - Outreach and Referrals.* Retention Counselors are active in their outreach efforts and have made over 1500 contacts with students per term by Zoom, email, phone, etc. In Fall 2019, Retention Counselors responded to 49 crisis contacts, which was a significant increase of 306% from Fall 2018, which had 16 crisis contacts. This shows an increase in awareness of services provided by the Counseling Center and the increased need for the reliable quality mental health care for students provided by the Counseling Center.

The Counseling Center is connected to a wide variety of community Mental Health Organizations who prioritize student well-being by actively engaging in conversations around care transitions and best-fit referrals. This promotes collaboration and best practices for continuity of care for students who have an elevated risk of suicide.

Recommendations for building on and improving our efforts

1. *Proactively Identifying Risk by Participating in Evidence Based Training.* Men are at higher risk of

suicide, so continuing to foster relationships with community partners like Jonathan Davies with the McKenzie River Men’s Center will be beneficial for reducing suicide risk among male-identified students.

Members of the LGBTQ+ community, and Veteran community are also at an increased risk of suicide; strengthening the partnership with the Gender Equity Center (GEC) and Veterans’ Center at Lane would likely be beneficial for students from diverse and underserved populations.

2. Acting Effectively for Safety & Providing Supportive Contacts

- Retention Counselors are actively seeking opportunities to participate in additional trainings in order to better prepare and promote safety within the student population:
- Counseling on Access to Lethal Means (CALM)
- “All healthcare and social service providers are urged to receive training in Counseling on Access to Lethal Means (CALM) to provide them with the skills and knowledge necessary to engage those at risk of suicide in safe and collaborative discussions about firearm safety,” (Lane County Health and Human Services, 2018).
- Applied Suicide Intervention Skills Training (ASIST)
- “Community members who are engaged in the longer-term care of people at risk of suicide are encouraged to take a more advanced training such as Applied Suicide Intervention Skills Training (ASIST),“ (Lane County Health & Human Services, 2018).

3. *Provide Supportive Contacts for People at Risk of Suicide*

- Retention Counselors collaborate with students to identify supportive contacts as part of the Stanley Brown Safety Planning Process. To build on this, counselors have developed relationships with community partners including providing information to students to support them when campus resources are not available, for example: Suicide Prevention Coalition of Lane County: National Suicide Prevention Hotline, CAHOOTS, White Bird Crisis Line, Hourglass Community Crisis Center, and Local Emergency Contacts.
- According to the evidence based best practices and policy recommendations provided by national, regional, and local organizations, the Counseling Center will continue to follow their recommendations and stay updated on changes to best practice recommendations. Retention Counselors are seeking opportunities to engage in CALM and ASIST Trainings as per the recommendations referenced above.

Recommendations for Institutional Consideration:

1. As in-person teaching resumes, the Counseling Center would benefit from:
 - a. Adequate COVID-friendly classroom space that allows for in-person learning
 - b. Dedicated classroom space that will allow for small group discussions and activities
 - c. Increased administrative and technological support, including technology that allows for a hybrid classroom, enabling instructors to provide courses in-person and virtually, simultaneously.
2. In order to respond to levels of enrollment and meet the demand for courses, the Counseling Center would benefit from adequate fiscal and personnel resources
3. Maintain and support current internship program and relationships with institutions.

4. Providing counseling spaces specifically designed to ensure privacy and that allow for quality interactions.
5. Ensure technology supports that allow for ease of student scheduling and appropriate referral systems to counseling, record keeping and other resources. (e.g., EAB Navigator, Lane Webpage, and potentially continues use of SARS)

SECTION 9: PEER REVIEWERS COMMENTS AND RECOMMENDATIONS

Kori Ebenhack: VP Student Affairs – Rogue Community College

It has been a pleasure to work with the counseling staff at Lane Community College. Jessica has done great work as the lead on this project; as you know, a program review is a daunting task.

During our initial meeting, after a 12 month COVID delay, the team showed clear commitment to and understanding of students on campus. Data needs were identified, campus structures and webpages for program review expectations were discussed, and the Lane strategic plan was reviewed.

The passion for diversity equity and inclusion work this group is committed to has been made tangible in this review with the connection to both the Lane and JED Equity Lens frameworks. It is clear that during the process a deeper connection was made with the college strategic plans, goals and needs through the use of quantitative and qualitative data available from the institution and from students.

Program cost and FTE generated is a good example of a data set valuable to the college and to the department. Learning outcomes and program activity data identified in courses and APS data tells a story about the value of this work to the students on campus who may need deeper support and encouragement.

Thank you for the opportunity to meet and work with a great group of people during this process. I learned from them and from Lane's process as well, and I am grateful to have had the chance to engage in this way!

Respectfully,

Kori Ebenhack

Kori Ebenhack

Vice President, Student Affairs

Rogue Community College

Vice President, Student Affairs

Rogue Community College

541.956.7196

SECTION 10: CONCLUSION

The educational services, outreach services, and student-centered support provided by the Counseling Center are in alignment with best practices as supported by national and regional recommendations. Additional areas of continued growth have been identified and outlined in the sections above, as well as recommendations for institutional consideration. A summary of the recommendations and action plan are as follows:

SECTION 11: RECOMMENDATIONS AND ACTION PLANNING

Top Priorities	*Recommendations	Action Planning
Section 3: Environmental Scan	<ol style="list-style-type: none"> 1. Technology use should be guided by Learning/Counseling needs of students 2. Provide adequate COVID Friendly counseling/classroom spaces that support learning and services 3. Budgets need to be determined based on meeting the needs of students to support APS, Instruction, Career and Personal Counseling 4. Guided Pathways Alignment - see recommendations in the Environmental Scan section of report. 5. Continue outreach and collaborative efforts with campus community partners (e.g. Tutoring/early outreach, GEC, MCC, MeChA, CAR) and build on partnerships with Veterans, TRiO. 	<ol style="list-style-type: none"> 1. Complete a needs assessment for both teaching/counseling w/key stakeholders (students/counselors) 2. Follow HECC, OHA guidelines. Counselors are content experts who can determine the best modes of service delivery 3. Complete a needs assessment using data provided to determine the level of staffing needed to support these areas using JED and Equity Lens Toolkit 4. Review recommendations in report for Counselor role - Guided Pathways Alignment and necessary resources. 5. Provide fiscal and personnel resources to support outreach.
Section 4: JED Equity in Mental Health/Equity Tool Kit Service and Outreach	<ol style="list-style-type: none"> 1. Continue outreach efforts to collaborate with campus partners and services provided to support APS and Counseling needs. 2. Continue to provide psychoeducational and student success workshops for all students and one targeted to at risk populations 3. Develop anonymous satisfaction survey to assess counseling services provided 	<ol style="list-style-type: none"> 1. Complete needs assessment to provide adequate staffing to allow for outreach and provision of services and collaboration w/campus partners. 2. Evaluate workshops to gain student perspectives to determine needs for specific areas of improvement and also additional topics to present 3. Identify survey tool to develop satisfaction survey so it can be provided to students to gain feedback on services received
Section 5: Core Learning Outcomes	<ol style="list-style-type: none"> 1. JED 2. APS 3. CG 100 BC 4. CG 100 5. CG 203 	<ol style="list-style-type: none"> 1. Provide adequate fiscal and personnel resources to meet needs for each area. 2. Utilize maps to determine action items for each area.
Section 6: Key Performance Indicators	<ol style="list-style-type: none"> 1. Review and evaluate APS, Outreach and Courses to determine how we compare with the Mission Fulfillment Indicators provided in Section 6. 2. APS Program Review recommendations 	<ol style="list-style-type: none"> 1. Identify and make data requests to evaluate the Mission Fulfillment indicators for APS and teaching 2. Review APS recommendations to determine Action Steps for year 4
Section 7: Suicide Prevention Intervention	<ol style="list-style-type: none"> 1. See list of recommendations in this report 2. Use reports cited in Section 7 from JED foundation and National Alliance - National Standards of Care. Work to demonstrate how the college is aligning with this guidance. 3. Develop and use Culturally Responsive approaches to suicide prevention, assessment and Intervention 	<ol style="list-style-type: none"> 1. Review recommendations and develop an action plan. See report from Haynes, S (2020) report. 2. Convene utilize BIPOC and other campus stakeholders using an equity lens to develop a community wide suicide prevention and intervention plan. 3. Review and implement recommendation in Dickens,S (2021) report 4. Develop and promote policy changes that

		advocate for BIPOC, First Generation, and low SES student populations.
Section 8: Key Findings and Recommendations	<ol style="list-style-type: none"> 1. Service delivery goals: <ol style="list-style-type: none"> a. Promote Student Wellness b. Proactive Outreach c. Assessment d. Reduce Mental Health Stigma 2. Provide supportive contacts for people at risk for suicide or self-harm. 3. Provide for effective modalities to provide direct student contact, and instructional services. 4. Continue to identify target populations that will be best served by the outreach, workshops and classes provided 5. Assess courses taught for culturally competent practices and improve 6. Continue Counseling Internships partnerships 7. Ensure EAB Navigate remains FERPA compliant and routes students appropriately 8. Ensure Counselor spaces safely allow for the provision of student services 	<ol style="list-style-type: none"> 1. Proactively identify at risk groups and provide specialized student support services. 2. Provide additional Professional Development opportunities (e.g., ASIST, CALM training and culturally responsive training). 3. Identify safe harbors and personnel for BIPOC and other marginalized student populations. 4. Identify LGBTQIA safe harbors and personnel to provide services 5. Evaluate, assess and determine best service and teaching modalities that serve students well and work for retention counselors and instructors. 6. Support and allow adequate release time to support internship 7. Allow adequate reassignment time to ensure opportunities to guide development and use of EAB 8. Assess and use APA, OHA, CDC and HECC guidelines and union approved

*Prioritized based on need and time. Starting with the highest priority items in each section.

SECTION 11: APPENDIX

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PROFESSIONAL DEVELOPMENT

All Counselors and Interns have been trained on the following

1. Mental Health First Aid
2. Question Persuade Refer
3. Columbia Suicide Severity Rating Scale short and long forms
4. Safety Planning - using the VA Stanley Brown Safety Planning Guide
5. Suicide Safety Counseling Center protocols
6. Four full time counselors have completed the Sexual Assault Task Force: 40-hour Campus Advocate training

FULL TIME COUNSELORS

Jessica Alvarado:

Spring 2020 - Present

1. Active Minds
2. American Association of College and Universities: Shaping Teaching and Learning
3. Best Virtual Facilitation Practices Parts 1 through 4
4. Bessel Van Der Kolk: Managing Stress and Anxiety in the Pandemic
5. CBT for Anxiety and Depression
6. Career Coach website and videos
7. Certified Peer Mediator for the Oregon Education Association
8. Conflict Coaching - Oregon Education Association
9. Conflict Management Styles
10. Counseling Suicidal People (Quinnett)
11. COVID 19 NAMI Resource and Information Guide
12. Cultural Responsiveness Training
13. Course Design Development using SUNY Course Quality Review
14. Course Design: Summer Development - Changing course to remote learning
15. Dialectical Behavior Therapy Skills Training - Marsha Linehan
16. Dependable Strengths Instructor training
17. Discrimination Awareness in the Workplace
18. Domestic Violence During Time of COVID - Lane County
19. Each Mind Matter Covid 19 - Self Care
20. Employee Stress Management
21. Front Line Forum Part 1
22. General Ethics in the Workplace
23. Health Equity and COVID 19
24. How to use the Strong Interest Inventory, Oregon CIS, and Career Coach
25. How Digital Self-Care is Transforming Mental Health
26. Implicit Bias and Prejudice in Mediation

27. Integrating Health and Wellness in Mental Health Counseling
28. LCC Web Accessibility
29. LGBTQIA Identities and Student Contact
30. Mental Health First Aid Instructor Training with designations in Higher Education and Veterans.
Also trained to provide Blended/Virtual/standard classroom formats: Modeling Videos 1 through 10
31. Mindful Self Hypnosis
32. NASW - Serving Student Veterans on Campus
33. Oregon Education Association - Peer Mediator Monthly meeting
34. Pacific University Field Instructor Training
35. PESI: Rewire the Anxious Brain: Using Neuroscience to End Anxiety, Panic and Worry; Managing the Cortex, Medications and the Treatment of Anxiety and Working with the Amygdala; Exposure Strategy for Teaching the Amygdala; Mindfulness in the Anxious Brain; Treating Comorbid Depression; Cognitive Restructuring Interventions; OCD and GAD; and Reconsolidation
36. PESI: Telehealth for Mental Health Professionals: Distance Therapy Training
37. PESI Treating and Preventing Suicide a Conversation with Experts
38. Program Review Monthly training - Student Affairs
39. Psychology of Conflict (Randolph)
40. Question, Persuade Refer Training - Instructor Role
41. Race, Xenophobia and Covid 19
42. Recognizing and Responding to Distressed Students
43. Research Foundation for Mental Health
44. SAFE-T training
45. Safe Colleges Training - Sexual Harassment
46. Safe Colleges Training - Social Engineering Red Flags and Covid 19
47. SAMHSA Service members: Veterans and their Families
48. SAMSHA and National Council for Behavioral Health
49. Serving Student Veterans
50. Sexual Assault Task Force Title 9 updated mini training
51. Society for Clinical and Experimental Hypnosis
52. Strengthening Relationships Between Counseling and Inclusion Offices
53. Suicide Prevention Coalition of Lane County monthly meetings
54. Suicide Prevention Lifeline Webinar
55. Suicide the Forever Decision (Quinnett)
56. Supporting Optimal Coping with Anxiety and Stress of the Pandemic
57. Supporting Underserved populations: Chronicle of Higher Ed
58. Student Success and Remote Learning on Demand - Chronicle of Higher Ed.

59. Title IX and Sexual Harassment Prevention for Employees
60. Title IX and Sexual Misconduct
61. Transponder - serving LGBTQIA students
62. Young Adults PeaceHealth program
63. Wildfire Relief Response for Students
64. Workplace Injury Prevention
65. Zoom Etiquette

Anthony Hampton:

1. Career Coach website and videos
2. Discrimination Awareness in the Workplace
3. Gender-Based Discrimination, Harassment, or Violence on Campus
4. General Ethics in the Workplace
5. Grief and Self-Care during the COVID 19 Pandemic
6. Mental Health First Aid Training
7. PESI: Rewire the Anxious Brain: Using Neuroscience to End Anxiety, Panic and Worry; Managing the Cortex, Medications and the Treatment of Anxiety and Working with the Amygdala; Exposure Strategy for Teaching the Amygdala; Mindfulness in the Anxious Brain; Treating Comorbid Depression; Cognitive Restructuring Interventions; OCD and GAD; and Reconsolidation
8. PESI: Telehealth for Mental Health Professionals: Distance Therapy Training
9. Question, Persuade Refer Training
10. SATF Title IX Online Training
11. Sexual Harassment: Staff-to-Staff
12. Strengthening Relationships between Counseling Centers + Inclusion Offices
13. Strong Interest Inventory, Oregon CIS, and Career Coach Review
14. Student Success in a Time of Remote Learning
15. Title IX and Sexual Harassment Prevention for Employees
16. Title IX and Sexual Misconduct
17. Transponder - serving LGBTQIA students
18. Workplace Injury Prevention

Marva Solomon:

1. Myers Briggs Temperament Sorter Test
2. Keirsey Temperament Sorter Test
3. Strong Interest Inventory Assessment Tools
4. Campbell's Interest and Skill Survey
5. Kaleidoscope Leadership Training
6. Open Education Summer Camp using SUNY
7. Course Design using OSCQR
8. Course Design Creating Online Courses
9. LGBTQIA Identities and Student Contact
10. Racial and Aggression in COVID
11. Cultural Competency
12. Addressing Racial Aggression

Leslie Soriano Cervantes:

January 2020 – Present

1. Tim Wise - Coronavirus & The Politics of Pandemic “What Does Race Have to Do with It?”
2. Zoom Etiquette
3. Webinar Series: Race, Xenophobia & Covid19. Harvard University
4. Changing The Conversation About Mental Health to Support College Students in the West
5. Engaging Diverse Students in a Swift Transition to online Teaching and Learning
6. The Domestic Abuse Crisis
7. “Essential but Unwanted” Immigration Experience Through the Voice of Students
8. Caring for the Entire Campus Community in a Crisis
9. Suicide Prevention QPR Training
10. Dealing with Difficult People while Remaining Professional
11. Prevention Domestic Violence During the Covid19 Pandemic. What Community Members can do, a Virtual Communication Dialogue
12. Making College Accessible
13. LGBTQQIA Identities & Student Contact
14. Suicide Presentation and Intervention
15. Covid-19 One Year Later: A Latina Students Perspective

Feedback from Vice Provost Paul Jarrell:

Thanks for sharing this draft report. There is clearly a lot of effort that has gone into this work. I do think it is important to clarify that we have discussed in our recent meetings, a plan to work with an external consultant to further elucidate the stepped care mental health model for LCC. The outcomes of this joint work (with multiple campus stakeholders and external facilitation) will help inform the various roles and responsibilities and provide clear structures and process. Perhaps this plan can be captured in your program review.

Thanks again for your efforts in this work. There is a lot of good information in this review.

Best,

Paul

Paul E. Jarrell, Ph.D.
Provost and Executive Vice President
pronouns: he/him/his

Feedback from Tammie Stark Program Review Coach

I'm writing to share the highlights that I've noticed and acknowledge the recommendations for improvement that the team has outlined in the self-study report. I also want to thank you for the tremendous effort, dedication and quality of your process and the review.

Reflections and Highlights:

- impressive collaborative work within team, interdepartmentally, and with external stakeholders
- clear links to and support of College mission and strategic directions - our students greatly benefit by the work of this department
- tight integration with industry best practices and standards, including the Jed Foundation
- strong application of the Equity Lens and demonstrated commitment to diversity, access, equity
- exemplary course assessment maps and Jed Foundation equity mapping
- excellent and clear identification of student achievement equity gaps and recommendations to help narrow those gaps within and outside of the program
- high quality and intentional team process, which provided a solid foundation for a quality review
- program review self-study report revealed the depth and breadth of the program as well as the expertise of program personnel while maintaining concision
- self-study report is comprehensive, yet concise and easy to read

Once again, congratulations!

Warm regards,

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