

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2023

Program: Student Health Services **Planning Year:** 2023-2024 **Last Year CPRR Completed:** 2020

Unit: Student Success & Support Programs (SSSP)

Cluster: SSSP

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

Describe changes to program mission, if applicable.

Health Services reviews our mission annually and there are no changes.

Our mission is:

The mission of the Health Services Program is to assist students with acute care services, mental health services and referrals, communicable disease control, illness assessment and referrals, first aid treatment, self-care programs and health education resources.

Describe any changes in primary relationships, internal and external, to the District.

- Following restructuring within SSSP direct reporting for the Student Health Services, was moved under the direction of Dean of Student Success and Support Programs, Dr. Maria Escobedo. Nicole Johnson remains the director of Student Health Services and oversees the day-to-day operations.
- Contract with CAPSLO, The Center was established several years ago and provides sexual reproductive services on campus. However, CAPSLO has had staffing challenges since the pandemic, as well as low utilization of the service on this campus (also exacerbated by the pandemic), and therefore they have been unable to return to campus and provide sexual reproductive services this year. Instead, students are referred to their clinic in SLO or Arroyo Grande for free services.
- We piloted an online peer support and wellness program, Think Hopeful, in Spring 2022 and went into contract with this ancillary wellness support service for the 2022-2023 academic year. The program enhances wellness and mental health supports and is available 24/7 for students.
- Went into contract with Quest Labs for discounted outpatient labs that students can access through an order from the Physician Assistant when the service is not offered in house (i.e., labs requiring cultures and blood work).

List any changes to program service, including changes and improvements, since last year, if applicable.

- Hired a Student Health Services Assistant in the Fall of 2022. This was addressed in the last APPW and fulfilled a gap in coverage that was needed at the front desk after returning from remote operations and following the retirement of the incumbent. This position frees up the Director and Program Specialist's time for program administration duties with less time being diverted to administrative tasks.
- The PT Classified RN vacated the position in Spring of 2022. We hired a PT/Temp physician assistant in order to bring back a higher scope of service. At this time, the RN position is vacant until appointment usage increases.
- We converted our intake forms for clinical and mental health services to PyraMED, the electronic health record (HER) during Summer 2022. Students can now complete their forms and schedule appointments through the health portal. They can also access the health portal directly from the website AND MyCuesta. Data reporting is improved by this process, for instance, demographic information on students using the services can be pulled internally.

List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

Regulatory changes

- Narcan, SB 367, effective January 1, 2023 is a state-mandated local program that requires health centers apply to use the statewide standing order to distribute dosages of a federally approved opioid overdose reversal medication, and apply to participate in the Naloxone Distribution Project ((NDP) administered by the State Department of Health Care Services. The bill requires a campus health center to distribute a federally approved opioid overdose reversal medication, as specified. In preparation of SB 367, our SHP applied for the NDP and standing order and we will receive training by the local county in March 2023 then begin our distribution plan.
- We opted in for e-prescriptions through PyraMED, the EHR, in order to allow for electronic transmission of prescription medications to pharmacies, as required by CA law now.

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

- Inspires a diverse student population to achieve their educational goals.
- Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth.

Health Services support and enhance the mission of Cuesta College *by helping students achieve and maintain optimal physical, mental, and emotional health, and educating students toward taking responsibility for their own health and wellness.* We use several modalities to support a diverse student body along their educational journey by enhancing their experience with health and wellness programs *built on a public health model to support education and early intervention.* This includes:

- Physical Health: medical consultations and referrals via in-person and Telehealth appointments with a nurse or physician assistant; STI testing and treatment (operated through our partnership with CAPSLO/The Center); TB assessments and skin testing; flu vaccination clinics, diagnostic testing for URI (COVID-19, strep testing, influenza), “Chat with a Nurse”, and online health education tools.
- Mental and Emotional Supports: mental health workshops, Think Hopeful Program, individual, family and couples therapy, group therapy, social media wellness content, trainings, stigma reduction activities/events, and health promotion activities.
- Social Supports: Participation in campus in-person and virtual events, facilitation of social support workshops and events, online peer support using “Think Hopeful”, participation on Cuesta’s Cougar Voices Team, NEAT Peer education program and Wellness Ambassadors, referrals to campus resources like the Cuesta PRIDE club, Wired Like This, and other social supports.
- As a department we participate in institutional action to enhance diversity, equity, and inclusion.
 - Building spaces for open dialogue; commit to learning, self-reflection, and institutional reflection; commit to structural changes; and change the student experience.
 - Last year we identified a need to aggregate data in a meaningful way using our EMR/PyraMED and comparison with district data. Our goal was to look at the demographics of the students we serve compared to the overall college demographics and identify equity gaps, or groups of students underserved. Separately, we also looked at the impact of mental health services on student success metrics. Typical district measures of success are not directly linked to Health Service records. We now look at this data and monitor trends every semester. **See data and comments below in section III.**
 - We participated in the Healthy Minds Study (HMS) Survey with the added module, “Climate for Diversity, Equity, and Inclusion” Spring 2022, which

provided critical data in the areas of mental health, DEI, and retention, persistence, and competition.

Promote cultural, intellectual, and professional growth

Staff participated in Professional Development Opportunities:

- Tonya, Leonard, Faculty Therapist participated in the following professional development opportunities: (Completed) Law and Ethics, (Completed) Supervision Certification for Associate supervision; Attended a conference on Grief to better serve students experiencing grief and loss following the pandemic.
- Ashley Hart participated in the following: QPR Gatekeeper Instructor Certification (8/25/22); -Tele supervision and Clinical Supervision: Supervising in a Trauma-informed Mode (completed 7/21/22); Law and Ethics course (pending).
- Nicole Johnson, Director, participated in the following professional development: HSACCC Fall 2022 Statewide Meeting Board Member for California Community College Directors, Management Training Series through Cuesta College, EEO training, Basic Life Support for Healthcare providers, Mental Health First Aid, Equitable Recovery In Action: Becoming Antiracist, Student Ready Institutions, 2022 Systems Webinar through CCC on Mental Health, Engaged Racial Allyship Learning Series: Framing the Context for Engaged Racial Allyship, Mandatory Reporter training, Sexual Violence Awareness for Employees, 2022 Multi-Suicide Prevention Summit, Trauma Informed training for provider in SLO County, and SSSP Fall Division Meeting on Guided Pathways
- The Program Specialist, Andrea Echeverri Betancur participated in the following: Supporting Young Adults in Quitting Tobacco and Nicotine Products and Colegas Conference 2022, Long Beach (in person).
- Registered Nurse Frances Wheeler completed: Emergency Preparedness training, basic life support, and workplace violence prevention.
- Lalia Barnes and Leanne Reimer completed Mental Health First Aid. Lalia also completed the Trauma Informed training for provider in SLO County. Leanne participated in the SSSP Fall Division Meeting on Guided Pathways.

The Director, Faculty Therapist, Program Specialist, and Registered Nurses attended/participated in the following activities or served on district wide committees and taskforce groups:

- The Director serves on the Student Intervention and Response Team (SIRT), COVID-19 Planning team, Management Senate Vice President, Management Professional Development, Basic Needs Taskforce and Cougar Voices, COVID-19 Contact Tracing Team, is Project Director for the Mental Health Grant (ended December 2022), hiring committees, Chair of the CCMS Mentor

Project Pilot, and is leading the SSSP Guided Pathways Department Names/Groups.

- The Director serves on the following off-campus committees and groups: HSACCC board of directors-President, HSACCC Research Chair, Stakeholder Engagement and Future Planning Sustainability UCLA/ALACRITY collaboration with HSACCC, consultations with the health and wellness and the Multi-Agency Suicide Prevention Summit Planning.
- The Program Specialist works with campus groups to align our services, including: ASCC, Monarch Center Dream Team, Latina Leadership Network, Cougar Voices, Cultural Center (Hispanic Heritage Month, planning team), and MHS Grant team. Off campus she collaborates with Campus Well Network, The Center/Capslo, Out of the Darkness campus walk/AFSP, Transitions Mental Health, and Promotoras.
- Faculty MFT Tonya Leonard served on San Luis Obispo Mental Health Advisory Board to provide input on County Mental Health services and spending. This helps establish relationships with all county agencies that provide mental health services which help facilitate quicker connections to services for our students. They served on the Suicide Prevention Council and work regularly with the County Crisis Stabilization Unit to keep up to date on changes and services provided for our community and students. They served on SIRT (Behavioral Intervention Team), GALA Pride and Diversity, LGBTQ+ County Task force, and GALA Pride and Diversity Education Committee.
- PT Faculty MFT, Ashley Hart, provided QPR on campus, led a library discussion with students regarding mental health, and supervised associate MFT Jessica Raybon.

We prepare students to become engaged citizens in our increasingly complex communities and world.

- SHS sponsored or participated in the following health and wellness events in the last year: Valentine's self-care, Health Services presentation- College Success Studies 225, Maintaining Balance and Health in a STEM Major, Educate si se puede resource fair, STEM Seminar, presentation Connect @ Cuesta Fall 2022, Awareness Gallery Opening Event SLO, Awareness Gallery Opening Event NCC, Class Presentation in CSS 225, UndocuAlly - Join the Dream Movement, presentation-Faculty, UndocuAlly - Join the Dream Movement, presentation-Staff, QPR training for students, Vaccine Distribution during transfer day, Think hopeful class presentations, Grow your Mental Health, Studython, Mental Health Resources for black communities and healthy relationships- Library display, PODER Mentorship: Painting Event, ESL presentation, Connect at Cuesta Spring 2023, Speed friending Event SLO and NCC, Dream Team Presentation, De-stress workshop-crochet.

Identify how your program addresses or helps the District to achieve its [Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Access. Increase student access to higher education.

Health Services Program is developed based on best practices, theory based, professional guidelines, and health risk appraisal and surveys. Clinical treatment, education, and prevention are key elements of a comprehensive health program. Health Services must also focus on critical health issues and trends that students are facing including substance use or misuse, nutrition and eating disorders, sexual health, mental health, stress management, personal safety and violence, and health advocacy. The Health Services Program plays a pivotal role in supporting a healthy campus environment and contributes to student retention and success by addressing the nonacademic barriers to success.

and

Institutional Goal 2: Completion. Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.

- Health Services promote student success by addressing non-academic factors which impede learning. This is done through access to acute care services, health promotional activities, and social and emotional support. We remain engaged with our student body groups and partner with clubs, student groups, and other departments across the campus and community to ensure student success. Data included below will include success measures for students who utilize mental health services and demonstrates that the program contributes to student completion through improved success metrics for students who use our services.
- We participated in the Healthy Minds Study (HMS) Survey with the added module, “Climate for Diversity, Equity, and Inclusion” Spring 2022, which provided critical data in the areas of mental health, DEI, and retention, persistence, and competition.
- By promoting Telehealth services, social media wellness tips, a virtual lobby to access live help, and online health education, such as Student Health 101 and Wellness Central in Canvas, HSP provides health and wellness access to all students, including distance education students.
- By creating opportunities for non-traditional students, including evening only and re-entry, to access services beyond “normal” office hours or through Telehealth, we have decreased barriers to care and provided greater opportunity for students to access health services.

SHP strives to reduce barriers to disproportionately impacted student groups. Student Health Services partners with several clubs and programs serving diverse students and integrates culturally appropriate health and wellness outreach.

- Provides health and wellness support resources on our basic needs’ webpage and center on campus, undocumented ally health support resources through the

SHS webpage and presentations throughout the year to diverse student groups, such as at the Student Success Festival, Cougar Welcome Days, Edúcate-Sí Se Puede 2022, Veterans, and International Student orientation.

- Trainings: QPR, and Mental Health First Aid, Flex activities, including a presentation in August 2022 and January 2023 Flex days, presentations to every new employee during orientation. Flex activities educate the campus and reduce stigma and barriers to access. Providers and support staff participate in cultural sensitivity training and attend continuing education workshops that include recognition of cultural differences, equity, bias, and privileged. We have an LGBTQ+ Certified affirming therapist on staff. The therapist provides input and represents the needs of diverse groups through participation in the following campus and community committees: SIRT (Behavior Intervention Team); GALA Pride and Diversity; LGBTQ+ County Taskforce; GALA Pride and Diversity Education Committee; and Mental Health Services Advisory Board, SLO County
- Bilingual and bicultural staff on-site and we make meaningful effort to include bilingual material in our marketing and on the website.
- An academic success coach funded by the grant works directly with students on the Autism Spectrum and other mental health disorders.
- A bilingual program specialist works directly with the following groups: LLN board team, LLN Cuesta College chapter, Cougar voices, Monarch Center Dream Team, ASCC, Hispanic Heritage Month (planning team), Cultural Center, Teacher Pathways, Safe bar network (sexual assault prevention), Campus Well network, The Center (alliance for sexual reproductive health services), Out of the darkness campus walk-AFSP org, TMHA alliance, and Promotoras.

Institutional Goal 6: Facilities and Technology Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities

- **Promoted online resources, including Mindwise, Think Hopeful, Campus Well, Wellness Central on Canvas, social media content and a digital relaxing room.**
- **Created an icon/portlet on MyCuesta for student access to their health portal**
- **Refined the EMR and incorporated additional functions to remain compliant with regulations and/or improve the student experience, including creating internal intake forms and setting up escripts through the EMR to be compliant with state laws for prescription medications.**
- **Purchased kiosks/check-in stations to be installed on both SLO and NCC campuses which improve awareness to services and access to behavioral health screenings, online health resources, and easy access to appointment scheduling.**
- **Entered contract with digital peer support program March 2022, “Think Hopeful”. Think Hopeful helps students build healthy habits, a positive mindset, and strong social support by creating a safe space where a nurturing peer**

community can anonymously support each other with guidance from Coaches, Wellness Groups, trackable and personalized goals, along with the ease of access 24/7 for after-hours support.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational changes. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

Data Summary:

- Describe data collection tool(s) used.

Results from the Spring 2022 Healthy Minds Study (HMS) survey

- [Brief report/highlights](#)
- [Cuesta/National College Comparison report](#)
- [Cuesta/National College Comparison report](#)
- [Making the case for economic return in mental health](#)

[Think Hopeful Spring Pilot program data/results](#)

[Think Hopeful Fall 22program data/results](#)

Include updates to program data results from the previous year, if any.

Data Interpretation: See table below and links to HMS study data.

Describe results from previous improvement efforts to the program based on institutional or departmental changes.

We identified a priority last year to aggregate data by race/ethnicity and gender for students accessing mental health services and compare success metrics. Below you will find the Spring 2022 and Fall 2023 data.

We also wanted to make meaningful effort to pursue patient satisfaction surveys. The following link includes the most recent [Fall 2022 Satisfaction Survey](#).

	SPRING 2022	FALL 2022
GENDER	female (63%) males (33%) unknown/unreported (3%)	female (61%) males (38%) unknown/unreported (1%)
ETHNICITY	Asian (5%) Black/African American (3%) Hispanic/Latinx (28%) Native Hawaiian/Other Pacific Islander (0.5%) Two or more Races (6.9%) White (57%)	Asian (2%) Black/African American (3%) Hispanic (32%) Two or More (8%) White (53%) Unknown (2%)
AGE	less than 20 years old (31%) 20 to 24 years old (32%) 25 to 39 (14%) 40 and over (9%)	Not available
SUCCESS RATE	77.1% (overall college rate is: 74.72%)	77.1% overall college rate is 71.1%)
1ST YEAR PERSISTENCE RATE	65.8% (overall college rate is 72.8%)	Pending

Identify areas if any that may need improvement for program quality and growth.

According to the data above, the following student groups are underrepresented when accessing mental health services on campus: men, students under 19 years old and over 40 years old, and Hispanic/Latinx students. However, when looking at students who actively participated in the Think Hopeful program, some of these disparities are addressed. 50%-60% of the students engaged in the program are Hispanic/Latinx and 50% are between 30 and 50 years of age. This is important to note because the investment in the program is an effort to make programs accessible to underserved populations who may not use traditional mental health services on campus and/or students who need non-crisis support during weekends/after hours.

Success rates of students accessing mental health services on campus are higher than the college average, however, more time is needed to evaluate 1st year persistence rates. I would also like to look at the 1st year persistence rate and success rate of students who accessed 3 or more sessions of therapy. The data above includes all students who have ever used mental health services. We would

expect that students who regularly attended therapy for 3 or more sessions would have greater success than one or two appointments.

We also recommended participation in the Health Minds Study alongside 13 other CCC colleges in Spring of 2022. Highlights from this data, include:

- According to the Spring 2022 HMS survey, an estimated 54.40% of students at Cuesta College are experiencing symptoms of at least one significant mental health problem, such as depression, anxiety disorders, suicidal thoughts, self-injury, or eating disorders. From our population of 8,790 students, this translates to approximately 4,782 total students with a mental health problem. Among these students, an estimated 57.90% have received mental health services within the past year, whereas 42.10% have not. *This translates to approximately 2,013 total students at Cuesta with untreated mental health problems.* (Health Minds Study Survey Data, 2022).
- ***How does mental health contribute to retention?*** Students with mental health problems, such as depression, are two times more likely than their peers to leave their institution based on our research. Thus, increasing the availability of evidence-based services or preventive programs can reduce this risk and increase student retention. For example, at Cuesta College, suppose that clinical services and/or prevention efforts were expanded to reach 1,000 students who currently have untreated mental health problems. We project this would lead to the retention of 74 students per year who would have otherwise departed without graduating. (Health Minds Study Survey Data, 2022).

Recommend any changes and updates to the program based on the analysis above.

For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#)

- We recommended an additional full-time mental health therapist. See justification below in section V.
- We recommend updating the Student Health Fee board policy

IV. ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

Cluster Priority Goals	Status/Results (2022)
1. Provide administrative and service excellence	<ol style="list-style-type: none"> 1. 2023 APPW (complete) 2. Satisfaction surveys completed each semester. (complete) 3. Healthy Minds Study survey administered Spring 2022 (complete) 4. Updated Influenza Clinic Protocol and Medication orders. 5. Participated in multiple activities and events across campus and community. 6. Participated in multiple professional development opportunities across the department and provided PD at Flex days.
2. Provide Continuous Outreach and In-reach	<ol style="list-style-type: none"> 1. Boosted social media content. Subscribed to Campus Well. 2. Presented services at multiple classrooms, departments, and campus events, including targeted outreach to underrepresented students. See section 2. 3. Subscribed to "Up-to-Date" for current patient education handouts 4. Monthly tabling events in SLO and NCC
3. Provide innovative and technological services through online delivery of health supports and an electronic medical record (EMR) and is synced with a new scheduling system.	<ol style="list-style-type: none"> 1. Developed enhanced features with PyraMED EMR to improve patient experience and added internal forms and escript. 2. Purchases "Think Hopeful" digital peer support pilot. 3. Updated website and digital resources, like "Relaxation room" online. 4. Purchases Kiosk/check-in stations to improve access to health and wellness information, screenings and scheduling
4. Increase collaboration with other departments to align services.	<ol style="list-style-type: none"> 1. Therapist, Director, and Program Specialist participates in multiple county and campus groups to provide therapeutic lens and align services in community. See section 2. 2. Provided TB clearance for students and employees (fee based). 3. Provided health services outreach to new employee orientations reaching over 60 new employees.
5. Contribute to a positive and safe campus culture.	<ol style="list-style-type: none"> 1. Staff participated in various committees and activities to improve campus climate through culturally competent activities and professional development opportunities. See section 2 for a list of activities and professional development completed.
6. Civic and community engagement	<ol style="list-style-type: none"> 1. Therapist, Director, and Program Specialist engage with multiple community groups, such as TMHA collaborations, County Mental Health taskforces, Suicide Prevention, and HSACCC Executive Board. See section 2.

Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Health Services continues to advocate for one additional FT Faculty therapist paid for by the on-going mental health allocation funds. The director will make the recommendation that this position move forward with faculty prioritization this year and in the interim has requested making the PT Faculty position held by Ashley Hart FT on a temporary basis due to high demand for services and long wait times for on campus services and within the community. See data above to support Mental Health.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Health Services is a fee-supported program and income generated from the mandatory Health Services Fee enables services. Therefore, when enrollment declines the HSP budget is negatively impacted. This concern is heightened by the fact we have not raised the health fee since 2014 and we charge 27% below the maximum allowable fee for health services. The most feasible long-term plan to address the budget is to pass updated board policy authorizing an increase in the health fee to the maximum allowable fee and automatic increases to sustain the program's rising costs and request support from the general fund for our programs. In the interim, the director operates conservatively with the budget and keeps a reserve. Though the program avoided using reserves during the previous two academic years due to decreased staffing during the pandemic, we used reserve funding to operate before 2020.

The 2022-2023 California State budget continues to include a now *on-going funding for mental health programing*. Linked [here](#) is the 2022-23 Compendium of Allocations and Resources Report. This report includes information regarding mental health funds, on page 194. This new funding is critical to expand and provide sustainable mental health programs on our campuses.

Internal and external organizational changes:

- If CAPSLO/The Center is unable to return to campus and provide the valuable sexual reproductive services on campus then we anticipate challenges fulfilling this need. Economically, it makes the most sense for students to go to their clinic for free services versus paying for the necessary lab work, medications, etc. if we provided the service in house. Eventually we will examine becoming our own FamilyPACT provider to bill for this service and the Chancellor's Office is negotiating a contract to assist colleges with this service, however, it will be implemented in phases and may not be available right away to Cuesta.

Student and staff demographic

- The increase in distance education courses and decreased enrollment has a significant impact on student engagement and efforts to improve communication to students is an on-going challenge on many SSSP programs, including Health Services. Service utilization for some aspects of the program and outreach and events in negatively impacted. Decreased enrollment has a negative impact on the HSP budget since we operate primarily by the mandated student health fee.

Providing service to multiple off-campus sites or expanding hours:

- Demand for services does not necessitate hiring at this time, except for mental health. If service hours are expected to increase and/or be available year-round in the future, then significant increases in staffing are required. Health services differ from other departments, in that we need licensed providers on site to safely operate and classified staff alone cannot operate a health center. Currently, the director and 1 faculty therapist are the only full-time providers for multiple sites, therefore service hours are adjusted to offer services during the most utilized hours/days. The district would need to help offset rising costs and declining budget (related to decreased enrollment) by supplementing the budget from the general fund.
- To consider increase staffing, the budget will also need to increase through adjustment to student health fee. This can be done by updating the policy around the student health fee to maximize the fee collected and allow automatic increases when allowable. The health fee is determined by Education Code Section 76355 which provides the governing board of a community college district the option of increasing the student health services fee by the same percentage as the increase in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services as published by the U.S. Department of Commerce. Whenever the calculation produces an increase of one dollar above the existing fees, this fee may be increased by \$1.00. The updated board policy is a standard in most districts and Cuesta is the only Region 6 college not charging the maximum allowable fee with automatic increases. Lastly, the director recommends we initiate student feedback on how they want their student health fee spent to determine if year-round services is a priority for students.

Anticipated staffing changes/retirements:

- The program continues to advocate for one additional FT Faculty therapist paid for by the ongoing mental health allocation funds. The director recommends that this position moves forward with faculty prioritization again this year. In the interim, the Director requested the PT Faculty position held by Ashley Hart be increased to FT *temporarily* due to the high demand for services and long wait times for on-campus

services and within the community. We anticipate continued challenges in meeting campus mental health and addressing equity gaps on campus for underserved students without this position. *Please see the justification in section VI below.*

- As mentioned above, we hired a PT/Temp advanced practice provider, a physician assistant. It is the director's recommendation that the position remains PT/Temp at this time, as a professional expert, allowable under Ed Code section 88003, and defined as employees requiring a particular professional license, certificate, and/or experience, special skills or technical expertise. The position and job duties are so unique and specific that only an "expert" or licensed /certified professional could perform the duties of the position (Physicians, RNs, LCSWs, Health Educators, Medical Assistants, etc.) and are exempt from "short term employee" restrictions and from the 195 day and 1000 hour rule.
- If appointment usage for clinical services increases, then the director recommends we hire into the vacant PT RN position.

V. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan ([download from this folder](#)) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the district planning and budget process.

Elements:

Health Services is a fee supported program and income generated from the mandatory Health Services Fee enables our services. Therefore, when enrollment declines the HSP budget is negatively impacted. This concern is heightened by the fact we have not raised the health fee since 2014 and we charge 27% below the maximum allowable fee. The most feasible long-term plan to address the budget is to update the board policy, authorizing an increase in the health fee to the maximum allowable fee with automatic increases (therefore, we do not have to update a BP every time the allowable fee increases). In addition, the director proposes that the district propose general funding for student health services. The combined effort with the district alleviates pressure on the budget related to rising costs and decreased enrollment and allows the director to make informed service delivery decisions. In the interim, the director operates conservatively with the budget and keeps a reserve/carryover.

A. Personnel

- Last year, we requested the new mental health funding be used to hire one more FT Faculty Mental Health Therapist. This position did not move forward through the faculty prioritization process in 2022, so we continue to prioritize it for the 2023-2024 academic year.

Justification:

Mental Health Therapist position:

- Waitlists for mental health therapy appointments continue to increase during each semester. Referrals to outside community partners often have long waits as well. In addition, the evidence-based models for a healthy campus program that supports mental health programming integrate preventative and early intervention, training, workshops, policy advocacy on campus, and education for students, faculty, and staff. To provide these comprehensive services, and on multiple sites, we need additional faculty therapy support.
- Mental health therapists have absorbed an increase in students seeking verification of disability following changes to DSPS services and referrals during the pandemic. Though the therapists are trained professionals and able to provide this service, it does place a higher demand for student health services and mental health programming and is further justification for the request to increase staffing and hire an additional therapist.
- MH concerns have been steadily climbing for years. This is not a new trend and is only exacerbated by the pandemic. For this reason, the state allocated ongoing funding for mental health in the 2021-2022 state budget to help CCC colleges respond to the crisis.
- This is an equity issue on campus. Cuesta health services is committed to providing support for students to achieve their educational goals and close equity gaps. Students with untreated mental health concerns are more likely to drop out of school, have poor grades, and not continue in their educational journey. Students from underserved populations, including students of color and LGBTQ, low-income, and international students, are more likely to suffer from mental health challenges. Campus counseling/therapy led to large reductions in symptoms and improvement in functioning, according to analyses by the Center for Collegiate Mental Health (CCMH). **See this briefing on [Mental Health of Underserved Students](#)**
- **Stats to consider:**
 - According to the Spring 2022 HMS survey, an estimated 54.40% of students at Cuesta College are experiencing symptoms of at least one significant mental health problem, such as depression, anxiety disorders, suicidal thoughts, self-injury, or eating disorders. From our population of 8,790 students, this translates to approximately 4,782 total students with a mental health problem. Among these students, an estimated 57.90% have received mental health services within the past year, whereas 42.10% have not. *This translates to approximately 2,013 total students at Cuesta with untreated mental health problems.* (Health Minds Study Survey Data, 2022).
 - ***How does mental health contribute to retention?*** Students with mental health problems, such as depression, are two times more likely than their peers to leave their institution based on our research. Thus, increasing the availability of evidence-based services or preventive programs can reduce this risk and increase student retention. For example, at Cuesta College, suppose that clinical services and/or prevention efforts were expanded to reach 1,000 students who currently have untreated mental health problems. We project this would lead to the retention of 74

students per year who would have otherwise departed without graduating. (Health Minds Study Survey Data, 2022).

A. Equipment/furniture:

- The department needs a medical grade vaccine refrigerator to safely store product we use every year (Flu Vaccines and Tuberculin skin testing serum).
- Both campuses need to replace their Cholestech machines to continue providing cholesterol screenings.
- Mental Health Therapists request upgrades to the therapy spaces in SLO to create a more therapeutic environment for students and to provide more privacy during sessions (sound proofing the rooms). This is unfulfilled from last year and remains on the list.
 - 2 small desks
 - 6 chairs
 - 2 small tables
 - Light Covers that provide outdoor feel for florescent lights
 - Soundproof insulation
 - Dimmer switches to help set appropriate lighting for students that are suffering from anxiety and can be adjusted for providing meditation exercises and work setting.

B. Technology:

Annual Subscription/software:

- Pyramed, Campus Well, Think Hopeful, Up-to-Date, Mindwise
- Campus Well, Think Hopeful, Up-to-Date, Mindwise

C. Facilities:

- As mentioned above, we are requesting to update the therapy spaces using mental health funding. This requires assistance to remove and replace furniture or upgrade lighting.
- NCC Health Center has undergone damage from leaks during the rain and need repairs to remedy the damage.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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