



**OWENS**  
COMMUNITY COLLEGE

**AQIP ALL STUDENTS DIMENSION**  
**Mental Health Services Report**  
**October 2011**

**AQIP PROCESS MANAGEMENT  
ALL STUDENTS DIMENSION TEAM  
MENTAL HEALTH SERVICES  
OWENS COMMUNITY COLLEGE  
OCTOBER 2011**

**ALL STUDENTS DIMENSION TEAM**

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## **INTRODUCTION & BACKGROUND**

The mission of Owens Community College states “We believe in serving our students and our community. Your success is our mission.” The College’s vision emphasizes “excellence, innovation, and collaboration.”

For the College to help students be successful, we must first establish an environment in which students feel cared about, as well as an atmosphere that supports quality teaching and learning.

The College has a very diverse student population. This includes a substantial percentage of students who are making a very difficult transition from high school to college or, as adult learners, are returning to college or starting college for the very first time. Four year institutions, that have a higher percentage of students who have planned and prepared for college, consistently provide student mental health services for crisis and acute psychological and emotional problems. A sampling of two year institutions of similar size to Owens in the region indicates most provide some level of service for these same types of problems.

## **HISTORY OF COUNSELING AT OWENS COMMUNITY COLLEGE**

Between 1965 and 1998 Owens Community College employed counselors from the time the college was founded in 1965. Prior to the formation of a separate academic advising office, the academic advising on campus was provided by the Counseling Center. Four licensed professional counselors, located on main campus, provided academic counseling (study skills, test anxiety, early alert, academic probation, and academic dismissal), career counseling, and short-term personal counseling (with referral to community resources when longer-term treatment was necessary).

In 1999, an additional counselor was hired to work full-time on the Findlay campus. In 2000, a fully licensed professional clinical counselor was hired as Director of Counseling. The Ohio Revised Code (4757.21) stated that a professional clinical counselor or a professional counselor “may diagnose and treat mental and emotional disorders, except that a professional counselor may do so only under the supervision of a psychologist, psychiatrist, professional clinical counselor, independent marriage and family therapist, or independent social worker.” Prior to the year 2000, counseling services were supervised by Dean of Students, Dr. Frank Babcock. From 2000-2002, these services were supervised by Vice President of Student Services, Dr. Dotty Muir. From 2002-2004, they were overseen by Vice President of Student Services, Dr. William Ivoska.

In 2004, all counseling services were officially dissolved. There was no consistent reasoning presented for the elimination of these positions. The existing professional counseling staff was then reassigned as full-time faculty members in Social/Behavioral Sciences in the School of Arts & Sciences. The Director of Counseling was given a new administrative role as the Director of Academic Enhancement.

## **LITERATURE REVIEW**

Many articles and studies have been conducted regarding mental health problems on college campuses. We chose four articles that provide an overview. These are presented here to show an increase in students with mental health issues on college campuses and a similar increase in on-campus mental health professionals to treat these students.

1. In a 2010 interview aired on National Public Radio, commentator Deborah Franklin discussed campus mental health issues with Daniel Eisenberg, Director of the Healthy Minds Study at the University of Michigan. This multicenter study queried students and counselors about mental health

issues, including the prevalence of clinical depression, anxiety and eating disorders. In the transcript, Eisenberg says "One of the questions is whether they're seeing an increase in the number and severity of students with mental health problems and over 90 percent of college counseling services are saying yes to that question." He reports that in 2007 around 15 percent of students reported having been diagnosed with depression at some point in their lives, an increase of 10 percent from 2000. "Especially when Prozac and other antidepressant drugs like that came onto the scene in the late '80s and in the '90s, the likelihood of teenagers getting treatment went way up," he reports. According to the interview many college students are accustomed to turning to therapists for help. Eisenberg observed that researchers suspect the increase in severity of mental illness that counselors are seeing may be partly the consequence of better treatment than in the past. Twenty years ago, many high school students with an illness as difficult as bipolar disorder or deep, persistent depression might never have made it to college or been able to stay there. Now such students are on every campus. Many are thriving, but in need of significant support to make it through.

2. Joan Arehart-Treichel is the author of a 2002 article titled "Mental Illness on Rise On College Campuses." In this piece, which appeared in *Psychiatric News*, she observes that multiple mental health dilemmas challenge today's students. Mark Reed, M.D., Director of Counseling and Human Development at Dartmouth College Health Service is quoted as saying, "The most common issue we see students for is mood disorders, followed by general developmental issues—relationships, intimacy, identity, independence, family issues, plans for the future. Next come anxiety disorders—social phobias, obsessive-compulsive disorder, posttraumatic stress disorder, and general anxiety disorder. We also see many students with eating disorders and substance abuse disorders. And as is common in all areas of mental health, many of our students deal with more than one issue or disorder."
3. A 2006 article entitled "Mental Health Issues on College Campuses" that appeared in the *Journal of Pediatric Nursing* states: "The roles and responsibilities of community college counselors have altered over the last 40 years as a result of profound social, cultural, economic, and political changes. A compounding factor is the dramatic demographic shifts that have occurred across the United States. Although academic and career-related issues traditionally have been the cornerstones of the work of community college counselors, this too is changing. Reports of the escalating frequency and severity of mental health concerns of community college students have prompted counselors to increasingly emphasize personal counseling."
4. In "Mental Health Issues on College Campuses," an article that appeared in the *NYSBA Health Law Journal*, Lydia Hoffman Meunier and Carolyn Reinach Wolf offer the following observation: "Several recent and much-publicized campus suicides have drawn attention to the issue of increasing numbers of students on campus with a diagnosed mental illness and highlight the challenges this issue poses to educational institutions. A less visible, but equally troubling challenge is the increase in the number of students on campus experiencing all forms of psychiatric disorders. In a recent survey, over 90% of the directors of college counseling centers stated that the problems presented by students with significant psychological disorders are a growing concern on campus. Claims data also indicates that in recent years demand for mental health services on campuses have increased steadily and, in some cases, dramatically."

In summary, all of the literature reviewed indicates that requests for mental health services on college campuses has increased dramatically over the last ten years. In addition, the severity of mental health

diagnoses has also increased, possibly reflecting improved diagnostic techniques and more effective psychotropic medications for the management of symptoms. These points speak to the impact of mental health problems on students' ability to perform successfully while completing their degrees. Finally, the incidence of the most severe mental health problems is, unfortunately, reflected in the dramatic increases of campus violence such as those at Virginia Tech University and Northern Illinois University. These types of events increase the existing student psychological stress/distress as well as threaten the physical safety of students, faculty and staff in the campus environment.

## **OWENS COMMUNITY COLLEGE – FOUNDATIONS OF EXCELLENCE REPORT**

The task of the All Students Dimension team (Appendix A) was to address the following Foundations of Excellence principle by assessing the current state, opportunities, and challenges regarding student psychological safety on campus:

*“Foundations Institutions serve all new students according to their varied needs. These institutions anticipate, identify, and address the needs of traditional and non-traditional students in response to their individual abilities, backgrounds, interests, and experiences. These efforts are subject to assessment and adjustment as needed. Institutions also ensure that the campus environment is inclusive and safe for all students.”*

### ***Psychological Well-Being:***

“Owens Community College offers referrals both through the Medical Center and the Center for Teaching and Learning (both located on the Toledo Campus) to outside institutions for psychological issues; the institution does not currently have an onsite counseling center for students. The Office of Disability Services provides required support for students with a host of disabilities, the most common of which are learning disabilities. Those students who provide documented evidence of learning disabilities are provided educational support services that will assist them in making appropriate educational accommodations. Students with all other documented physical and mental disorders are provided accommodations for instruction through the Office of Disability Services. Student organizations alleviate social stressors by allowing students to form peer bonds.”

### ***Opportunities and Challenges:***

“There are opportunities to advance physical security on campus. Further training and possibly upgrading security to a qualified police force would allow for more protective measures should the need arise. A campus alert system could help to prevent or deal with serious threats on campus. Currently the institution has little in place to assess the social or psychological needs of our students. The institution needs to think strategically how to address the psychological needs of its populations. This may be achieved by administering two surveys: one as the students enter the college and another upon graduation or transfer. The first survey might cover what students feel they need upon entry and the second what they feel they needed upon leaving.”

## **SURVEY OF OTHER INSTITUTIONS**

The Integrated Postsecondary Education Data System (IPEDS) is the primary source for data on colleges and universities in the United States. Anne Fulkerson, of Owens Institutional Research, provided the team with a list of institutions in Ohio, Michigan, Indiana, Illinois, and Wisconsin that are

comparable in size to Owens Community College. The team researched student mental health services via a survey and the websites of institutions from our IPEDS peer group.

### Student Mental Health Services - Benchmarking with Colleges from IPEDS Peer Group

College	Location	Process
Cincinnati State CC Single Campus Enrollment 2010 = 11,319	Cincinnati, OH	Cincinnati State's Counseling Center promotes learning and development by providing services directly, through referrals or in collaboration, that address the academic, social, mental health, and other personal concerns of Cincinnati State students. Services are provided by professionally-trained counselors who are committed to each student's right to privacy within professional guidelines. All services are confidential.
Columbus State CC Two Campus sites Enrollment 2010 = 23,057	Columbus, OH	In addition to career counseling, Columbus State Counseling Center offers a wide array of mental health and substance abuse services, including crisis intervention, mental health counseling, alcohol & drug counseling, alcohol and other drug prevention, consultation and referral services. Also provides presentations, workshops and printed materials about mental health, alcohol and other drug prevention and abuse to campus community. The personal counseling staff is available to employees for consultation and training relative to student behavior, mental health issues, prevention aspects and classroom performance.
Cuyahoga CCD Seven Campus Sites Enrollment 2010 = 30,000	Cleveland, OH	Cuyahoga CCD Counseling Centers provide short term (7 sessions) personal counseling services for currently enrolled students. Professional counselors or psychologists help clarify issues, provide support and guidance, as well as work toward resolutions. In addition to counseling, also offers a Personal Development course, free workshops, and a mental health emergency and suicide prevention hotlines.
Delta College Single Campus Enrollment 2010 = 11,787	Univ Ctr. MI	Five licensed counselors assist students when emotional events in their life cause a significant disruption to their academic pursuits or when their level of distress may threaten their safety or the safety of others. Through short term counseling, crisis intervention, and referrals to appropriate community services, Counselors help students to cope with disruptions and assist them to return to productive and safe levels of functioning.
Grand Rapids CC Single Campus Enrollment 2010 = 1500	Grand Rapids, MI	The Counseling and Career Center is designed to assist students in achieving academic and personal success through informed decision making, which is open to all students. Services provided by counselors are confidential and free of charge. Counselors are professionally trained and licensed. Counselors inform and help students to understand college expectations and procedures and make referrals to college and community resources when needed.
Henry Ford CC Single Campus Enrollment 2010 = 13,983	Dearborn, MI	The Transfer, Advising, and Career Counseling Center employs LPC-licensed counselors. In a crisis situation, they refer to campus safety department and then outside law enforcement if needed.
Ivy Tech CC	Gary, IN	The Office of Student Support and Development, and the Indiana University Center for Human Growth, host the Counseling and Outreach Program. This program provides services to Ivy Tech students in the

31 campuses  Enrollment 2010 = 4,631		form of individual counseling and personal growth groups. All counseling is provided on a confidential basis. Individual sessions are typically scheduled once a week and last 50 minutes. Group sessions last 90 minutes one evening per week through the academic year.
Lansing CC  Single Campus  Enrollment 2010 = 19,465	Lansing, MI	Lansing Community College Counseling Services (LCCCS) help all students to succeed by providing alternatives to dealing with life controlling issues. LCCCS has state licensed professional counselors that assist students in the following areas: stress management, personal loss, career uncertainty, personal relationships, time, substance abuse, separation from family, depression, eating disorders, addiction, mood disorders, childhood abuse, or a loss of interest or motivation.
Milwaukee Area TC  Single Campus  Enrollment 2010 = 20,215	Milwaukee, WI	The Student Assistance Center offers support during times of crisis with brief, solution-focused interventions as well as referrals to community resources. Counseling Center has 3 licensed counselors, with a counselor always on call to address a crisis situation. At least one licensed on-call person for each satellite campus. Center makes internal and external referrals.
Mott CC  Single Campus  Enrollment 2010 = 6,000	Flint, MI	MCC Counselors provide small group counseling and instruction to assist students with their educational, vocational and personal development. Career, occupational, educational, health, and personal counseling are provided by licensed, professional counselors.
Oakland CC  Five Campuses  Enrollment 2010 = 28,042	Bloomfield Hills, MI	Professional counselors are available to assist students with personal and social issues that might impact their college success and personal well-being. Referrals to off-campus resources are available when needed.
Sinclair CC  Single Campus  Enrollment 2010 = 21,561	Dayton, OH	Sinclair reported having similar issues to Owens (with regard to assessment/treatment). They assess students as needed (triage) and have recently hired a licensed counselor to coordinate the assessment/outside referral process. Counselor also supervises practicum students who may assist with this process. Prior to this, partnered with local community agencies. Agency would evaluate the student on behalf of the college.
Washtenaw CC  Single Campus  Enrollment 2010 = 14,202	Ann Arbor, MI	Washtenaw Community College's Counseling, Career Planning & Employment Services Department helps students with academic advising, career planning, employment services and personal counseling. Employs Licensed Professional Counselors and Social Workers to provide support and counseling. All sessions are private and confidential.
Zane State College  Single Campus	Zanesville, OH	Students at Zane State have the opportunity of personal counseling and/or behavioral/crisis counseling either through a student-initiated request or faculty referral. Counselors also provide students with assessments,

Enrollment 2010 = 2,592		personal inventories, resources for academic difficulties, and assistance with balancing school, employment and family.
<b>Other Ohio Colleges</b>		
North Central State College Single Campus Enrollment = 3595	Mansfield, OH	Contracts a Student Assistance Plan (similar to an Employee Assistance Plan) for all students; psychologist from their Counseling Center is a member of the Consultation and Assessment Team.
Terra CC Single Campus Enrollment = 3152	Fremont, OH	Employs licensed clinical counselors on a contract basis to address assessment and referral of students.
<b>How Owens Compares</b>		
Owens CC Multi Campus – 2 Campuses, 2 Learning Centers Enrollment = 20,000	Toledo, OH	Does not provide any student mental health services  Does not employ any licensed counselors in a mental health capacity  Does not have a mental health assessment/treatment/referral plan for students in crisis

Listed below are the questions and a summary regarding the nine schools that responded to our survey.

### **SURVEY QUESTIONS**

1. *Do you provide counseling services to your students? (In this instance we are defining counseling as short term personal counseling, mental health counseling, or crisis counseling.)  
If yes, what are the hours of your counseling services?*
2. *Which of the following scheduling procedures do you use? (You may select more than one.)  
Referral Only    Online Appointment Making    Phone Appointment Making*
3. *Can students self-refer or must they be referred by faculty or staff to receive services?  
May self-refer  
Must be referred by faculty or staff.  
If faculty and staff referrals are required, what is the mechanism for those referrals?*
4. *Do you provide assessment services for students experiencing a mental health crisis? Yes No*
5. *What are the availability (days/hours), scheduling procedures, and follow-up or referral to off-campus resources (e.g. provide a list versus help link to services via phone/email)?*
6. *Is there a limit to the number of counseling sessions you are able to provide for a student?  
Yes        No        If yes, what is that limit?*
7. *Do you have a Behavioral Intervention Team that examines cases from a law enforcement, judicial affairs, and mental health perspective to assess students who may be a threat to self or others, or who are overwhelmed to the extent that they cannot regulate their own behavior?  
Yes        No*

### **SUMMARY OF SURVEY RESULTS**

We received survey responses from the following nine schools: Lansing Community College, Delta

College, Cuyahoga Community College, Sinclair Community College, Oakland Community College, Columbus State Community College, Milwaukee Area Community College, Washtenaw Community College, and Grand Rapids Community College.

- All schools indicated they provide counseling services to students.
- All schools indicated they provide services Monday through Friday with some evening hours.
- Schools indicated various combinations of scheduling procedures including referrals from on campus personnel; face-to-face; phone; online; and walk-in appointment scheduling.
- All schools indicated that students are able to self-refer.
- Seven of the schools indicated that they provide assessment services for students experiencing mental health crises.
- All schools indicated that after initial assessment and on campus sessions they refer students experiencing more serious problems requiring longer term treatment services to community providers.
- Five schools indicated that they do not limit the number of counseling sessions provided to students. The other four schools indicated a limit of 6-8 sessions prior referral to a community provider.
- Eight schools indicated that they employ a Behavioral Intervention Team (comprised of law enforcement, judicial affairs, and mental health professionals) to examine cases and assess whether or not a student may be a threat to self or others, or who are overwhelmed to the extent that they cannot regulate their own behavior.

### **NOEL-LEVITZ STUDENT SATISFACTION INVENTORY FOR OWENS**

The Student Satisfaction Inventory (SSI) is the original survey instrument in the Noel-Levitz Satisfaction-Priorities Surveys. The two-year Community College Form A, administered at Owens Community College in February 2011, consists of twelve scales determined by student responses to 70 individual items. The SSI gives an institution an opportunity to determine what matters to students and how satisfied the students are with the programs at their institution. With this information, colleges and universities can target areas in need of improvement in order to retain students.

The scales for two-year Community College Form A are:

- |  |   |
|--|---|
| • Academic Advising and Counseling Effectiveness | • Instructional Effectiveness           |
| • Academic Services                              | • Registration Effectiveness            |
| • Admissions and Financial Aid Effectiveness     | • Responsiveness to Diverse Populations |
| • Campus Climate                                 | • Safety and Security                   |
| • Campus Support Services                        | • Service Excellence                    |
| • Concern for the Individual                     | • Student Centeredness                  |

The SSI asks students to respond, using a seven point scale, by ranking his or her feeling about the importance of each issue and levels of satisfaction how well his or her school “deals” with each. A performance gap is calculated by subtracting the satisfaction score from the importance score. In addition, the average rankings by Owens Community College are compared to the ranking of a large nation-wide sample of community colleges. The scales relevant to this report include:

*Academic Advising (and Counseling) Effectiveness:* assesses the comprehensiveness of your academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

*Campus Climate:* assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

*Campus Support Services:* assesses the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

*Concern for the Individual:* assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

*Responsiveness to Diverse Populations:* assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

*Student Centeredness:* assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

In reviewing the results of the survey in 2011, there are difficulties in analyzing the data in terms of counseling services. First, the survey assesses the areas of academic advising and counseling together and students frequently cannot distinguish between the two. Secondly, there are no counseling services on campus and students often assume that academic advisors are licensed counselors with whom they can discuss personal mental health problems.

In the data for the scales assessing *Campus Climate* and *Academic Advising and Counseling Effectiveness* the survey shows that the College has a performance gap between the importance scores and the satisfaction scores on the following items:

- *The college shows concern for students as individuals.*
- *The campus staff is caring and helpful.*
- *Counseling staff care about the students as individuals.*

The gap between importance and satisfaction scores on these items indicates a need for services that address students' personal and psychological needs and that exceed the scope of practice for academic advisors.

## **TRENDS IN MENTAL HEALTH SERVICES**

In the years since the College eliminated counseling services in 2004, the national trend toward enrollment of students with pre-existing mental health conditions or significant psychological problems has been increasing at an alarming rate. According to the Association for University and College Counseling Center Directors (AUCCCD) Annual Survey (2009), 96% of directors reported that the number of students with significant psychological problems is a growing concern; 80% reported that the number of students with severe psychological problems has increased within the past year. The survey also revealed the following data:

- 10.2 percent of students sought counseling during the 2008-09 academic year, consistent with numbers from the two previous surveys;
- 48.4% of these students have severe psychological problems while 7.4% have impairment so serious they cannot remain in school;
- 260 college counseling centers hospitalized an average of 8.5 students per school for psychological reasons during the past year; and directors reported 103 suicides in the past year.

In the wake of the tragedies at Virginia Tech, Northern Illinois, and most recently the shootings involving a suspended student from Pima Community College, Owens has taken preventive steps to ensure the safety and well being of students and other members of their campus communities. These include:

- Upgrading campus safety functions to the Department of Public Safety and Police Force ([www.owens.edu/security.html](http://www.owens.edu/security.html)).
- Instituting a comprehensive Student Conduct System that includes an expanded Student Code of Conduct ([www.owens.edu/student\\_services/code.pdf](http://www.owens.edu/student_services/code.pdf)).
- Creating a Behavioral Consultation Team to recommend action in situations where campus community members exhibit behaviors that may result in harmful, threatening, or disruptive conduct (see Appendix B).
- Developing Faculty and Staff Response Guide to assist students in distress (see Appendices C and D).

## **RESPONDING TO STUDENTS IN DISTRESS**

Faculty and staff members have a unique role in that they may witness or become aware of a student in distress in the classroom, in their office environment, or in their workplace on campus. The expression of concern and support a faculty or staff member may provide to a student could make a critical difference in their academic career and personal life, and may dramatically impact the manner with which a situation is brought to resolution.

With this in mind, the Distressed Student Response Guide has been designed as the initial first step in a broader institutional approach to responding to various types of student behaviors. Still, there remains a significant and concerning void in the mental health crisis management (assessment and referral) process at Owens due to an absence of dedicated, licensed mental health professionals. When compared to colleges in our peer group, we languish far behind in the area of student mental health services (see chart). The potential impact of not appropriately addressing this situation may be much more costly for the College in the future.

At the writing of this report there are no assessment or counseling services available on campus for students experiencing mental health symptoms or problems. Students who currently seek mental health assistance are given information regarding community resources through success mentors, academic advisors, or other faculty and staff that may be familiar with these resources. Other than feedback students may choose to give to staff, there is no follow up mechanism in place to determine whether or not students make a connection with a mental health community resource when referred.

## **BEHAVIORAL CONSULTATION TEAM (BCT)**

The Behavioral Consultation Team (BCT) at Owens Community College serves as a central network focused on consultation and recommended course(s) of action in situations where members of the

campus community are exhibiting concerning or maladaptive behaviors that may result in harmful, threatening, or disruptive conduct. The process does not replace disciplinary processes (either student conduct or Human Resources), campus emergency response protocols, or Department of Public Safety responses to incidents. It provides broader opportunities to report concerning, alarming, or distressing behaviors in a manner that facilitates timely and effective remediation.

**Mission:**

The BCT provides consultation, makes recommendations for action, and coordinates campus resources through a multidisciplinary team approach in response to individuals or situations that may pose a threat to the safety and well being of the campus community.

**Purposes**

- Provides a mechanism for community members to report concerning, disruptive, or distressing behaviors or incidents on campus.
- Serves as a resource to administrators, faculty, staff, and students who may have concerns about other members of the campus community.
- Meets regularly to assess, consult, and respond to reports of individuals or situations that may pose a threat to the larger College community, as appropriate.
- Promotes professional development and training opportunities that enable employees to more effectively manage potentially difficult situations and people.

**Responsibilities**

- Administers the gathering of information pertaining to potentially dangerous, disruptive, or distressing behaviors or situations, and facilitates coordinated campus-wide responses.
- Establishes protocols for specific campus incidents and situations, and effectively communicates these protocols to members of the campus community.
- Develops specific strategies to mitigate potentially harmful or disruptive behaviors while ensuring the rights of individuals.
- Tracks and monitors incidents over time.
- Maintains confidentiality and handles all matters discreetly.

**DEFINE/ANALYZE CURRENT SITUATION**

**PROJECT STATEMENT**

The Owens Community College All Students Dimension AQIP Team will gather data, review current literature, and compile other relevant information on strategies and services to effectively address the personal/psychological needs of students. Strategies examined will offer the greatest positive impact on student learning, retention, and satisfaction; enhance access to and better coordinate existing campus resources; and forge stronger connections with community resources.

**OPERATIONAL DEFINITIONS**

**Strategies:** Comprehensive services, processes, procedures, and resources that the College can reasonably provide to address student needs.

**Personal/Psychological Needs:** Student needs for intervention, support, and referral when encountering a personal/psychological crisis.

**Personal/Psychological Crisis:** Examples include unexpected occurrences like financial/housing/transportation changes, loss, and family violence as well as concerns such as depression, anxiety, and potential self-harm.

**Student Satisfaction:** An atmosphere of care and concern for individual mental and emotional well-being identified as important by students and that increases their favorable view of the College.

## **ANALYZE CAUSES OF CURRENT OUTCOMES CAUSE AND EFFECT ANALYSIS**

This cause and effect exercise initially identified a total of twenty-one (21) problems or deficits experienced by students that may contribute to the development of personal and psychological problems that negatively impact student learning (Cause and Effect Diagram on next page).

- |                          |                             |                                      |
|--------------------------|-----------------------------|--------------------------------------|
| 1. Legal                 | 8. Time Overload            | 15. Apathy/Hopeless                  |
| 2. Stress                | 9. Substance Abuse          | 16. Self-Efficacy                    |
| 3. Personal Safety       | 10. Mental Health           | 17. Commuter Disconnect              |
| 4. Housing               | 11. Customer Service        | 18. Underprepared Academically       |
| 5. Transportation        | 12. Family Responsibilities | 19. Absence Emotional Support System |
| 6. Needs versus Policies | 13. Crisis                  | 20. Technology Access and Skill      |
| 7. Wellness              | 14. Interpersonal Conflict  | 21. Financial Difficulties           |

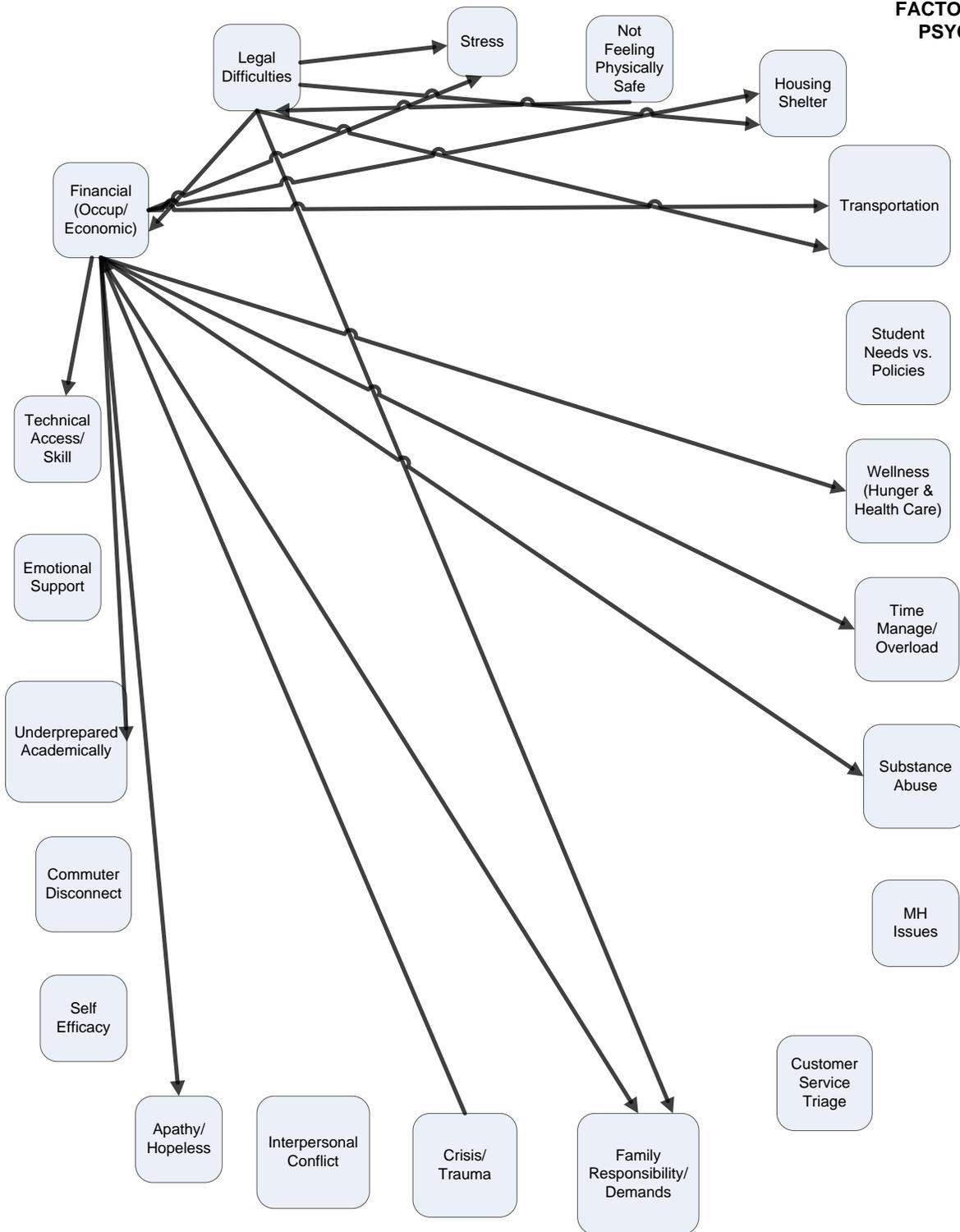
The **Major Causes** of personal and psychological problems that negatively impact student learning were identified as:

- |              |  |
|--------------|--|
| 1. Financial | 4. Time Overload                       |
| 2. Legal     | 5. Underprepared Academically          |
| 3. Housing   | 6. Absence of Emotional Support System |

The **Major Effects** of personal and psychological problems that negatively impact student learning were identified as:

- |                  |                    |                            |
|------------------|--------------------|----------------------------|
| 1. Stress        | 3. Substance Abuse | 5. Family Responsibilities |
| 2. Mental Health | 4. Safety          | 6. Apathy-Hopelessness     |

### FACTORS IN STUDENT PSYCHOLOGICAL NEEDS



## **HYPOTHESIS**

The hypothesis of the team is that establishing mental health services will create an enhanced climate of care, concern, and support for individual students' personal and psychological well-being at the College that will improve student learning and academic success, retention, and satisfaction.

## **IMPROVEMENT THEORY & IMPLEMENTATION PLAN**

### **IMPROVEMENTS IN LINE WITH AQIP CRITERIA**

While working on this project the team maintained a focus on the core values of Owens Community College: Service, Learning, Innovation, Collaboration and Excellence. The criteria for an AQIP project are supportive of these core values. The improvements recommended in this project meet AQIP criteria and reflect the core values of our institution.

*Understanding Students' and Other Stakeholders' Needs:* Understanding and validation of the concerns from students and other external customers to effectively address the personal/psychological needs of students is essential in achieving excellence.

*Valuing People:* Students and other external and internal customers feel valued when the personal/psychological needs of students that impact the learning environment are considered and addressed (whenever possible) by the College.

*Leading and Communicating:* We cannot possibly lead an organization to excellence without focusing on service to and collaboration with our internal and external customers to address the personal/psychological needs of students.

*Helping Students Learn:* When student personal/psychological needs are identified and addressed they will feel more connected to and satisfied with Owens Community College. This feeling can only add positively to their learning experience at the College.

## **RECOMMENDATIONS**

The team recommends that the College provide a program where students could be directed to a crisis and brief counseling service through referral by a faculty member or professional staff member at the College. This service would be intended to help students who are currently dealing with personal problems that adversely impact their behavioral and academic performance in the college setting. The program would include initial assessment and brief counseling intervention with a limit of 1-4 sessions. Following this intervention there would be referral to community resources for continuing longer-term treatment or other services. The team also recommends a five year commitment by the College and a re-evaluation at that time based on analysis of data collected on utilization, needs, expansion, and redesign. In addition, the College would explore the issue and need for a mediator to investigate complaints and mediate situations between students and the institution.

This recommendation would require the hiring of a licensed mental health professional with clinical supervision designation (psychologist, professional clinical counselor, or independent social worker) with the following duties and responsibilities:

- Provide short-term personal and psychological counseling to the student population
- Maintain appropriate documentation, record keeping, and data collection for future direction of services.
- Provide crisis intervention on an limited on-call basis

- Develop and utilize community referral network
- Utilize and interpret testing and assessment instruments relative to services
- Work closely with Dean of Student Life to manage behavioral issues on campus
- Collaborate in development and implementation of student success and retention activities
- Participate in college diversity initiatives
- Provide consultation to faculty, and staff, and administrators on mental health issues
- Provide training and professional development for faculty, staff, and administrators on topics relative to mental health services and processes, community resources, crisis prevention, student retention, workplace violence, staff vulnerability and wellness.
- Actively participate in college committees and task forces
- Work within the college's mission, vision, and strategic plan

## **FUNDING THE SERVICES**

Please note that the team has considered the possibility of outsourcing this service function to meet the mental health needs of Owens' students. The team recommends that this function be "owned " by Owens and maintained on-campus as a resource for the following reasons:

- Medical Records – by outsourcing this service, Owens surrenders the right to access or maintain records on the students' referred for assessment, treatment, etc.
- Establish a Presence on Campus – in order to gain an awareness of the culture and better understand the nuances of our campuses and learning centers, the person must be an involved members of our communities
- Convenience for students – this resource is available right here on campus because we are committed to helping our students succeed. Faculty/staff can walk a student over to the office for help, rather than giving the person a phone number to call.
- Ensure Consistency of Care – through outsourcing, once a referral is made, we forfeit the ability to assess that a consistent level of care is maintained
- Training and Awareness Programming – the value added component of employing a licensed, mental health professional on campus is the capability to provide campus constituents with topical and timely training and programming regarding trends/issues in student mental health
- Create and Maintain Community Connections - an employee will cultivate partnerships, collaborations, and relationships with community resources that will facilitate the assessment and referral process for students needing attention beyond what Owens can provide

### **Anticipated costs related to this program include:**

Licensed Mental Health Professional = \$120,000 salaries and benefits

- Support Staff = \$40,000
- Total annual cost = \$160,000
- *Or 44 cents a credit hour*

**ANTICIPATED POSITIVE RESULTS IMPACTING STUDENTS**

Community resources for mental health services have been drastically cut back resulting in clients experiencing long delays or denied access to services. For Owens, simply sending students to community resources and just hoping for the best seems inadequate. We believe that part of our mission in supporting student success includes providing basic mental health services on campus

At present time Owens does not provide counseling services and hence misses out on the opportunities to help more of its students stabilize their lives and continue with their education. The addition of mental health services would be a valuable support service that could help many of our students change their lives, get back on track and complete their education. As our Mission Statement states, "We believe in serving our students and our communities. Your success is our mission."

**APPENDICES**

**APPENDIX A****FOUNDATIONS OF EXCELLENCE****ALL STUDENTS DIMENSION TEAM: STUDENT PSYCHOLOGICAL NEEDS**Co-chairs

Jennifer Hazel, Instructor, Communications and Humanities

Denise Shuster, Chair, Social and Behavioral Sciences

Team Members

John Byers, Coordinator, Student Involvement

Anne Fulkerson, Retention Research Associate

Marshel Houston, Enrollment Services

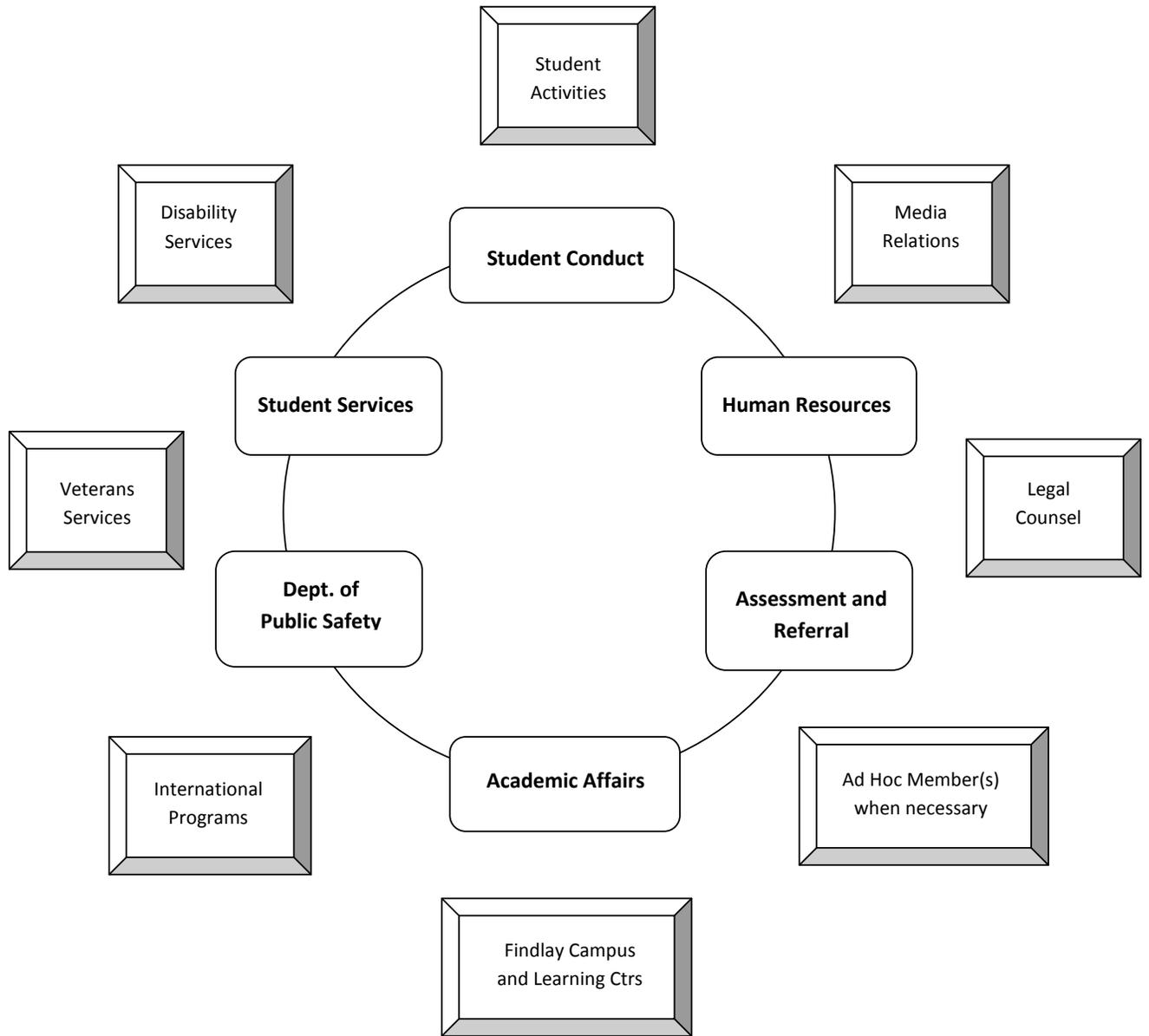
Jennifer Padron, Records Specialist

Karen Shultz, Enrollment Services

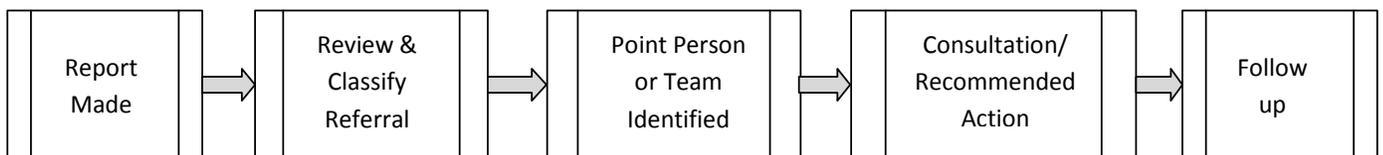
Eric Wallack, Chair, Fine and Performing Arts

APPENDIX B

# Behavioral Consultation Team (BCT)

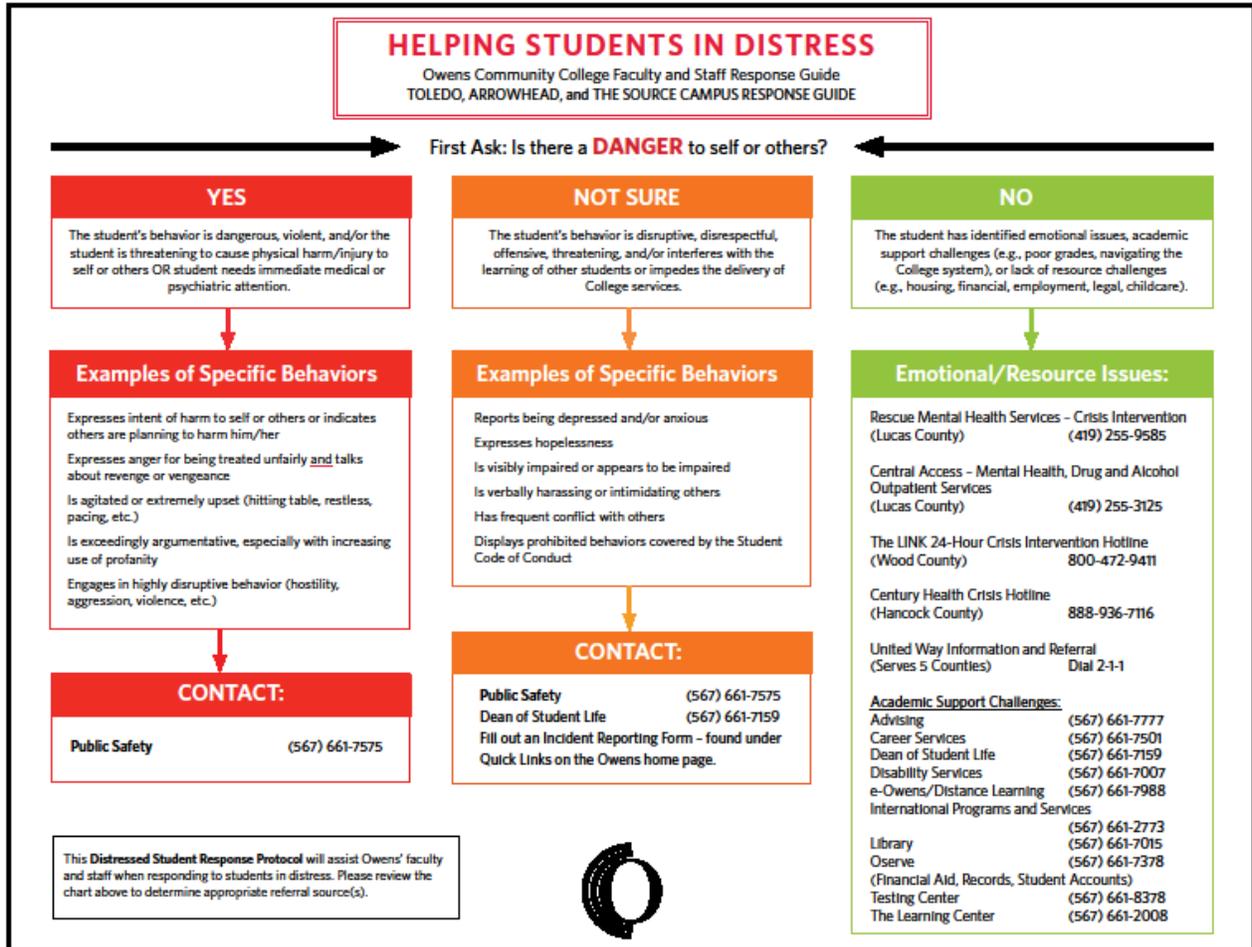


## **Process:**

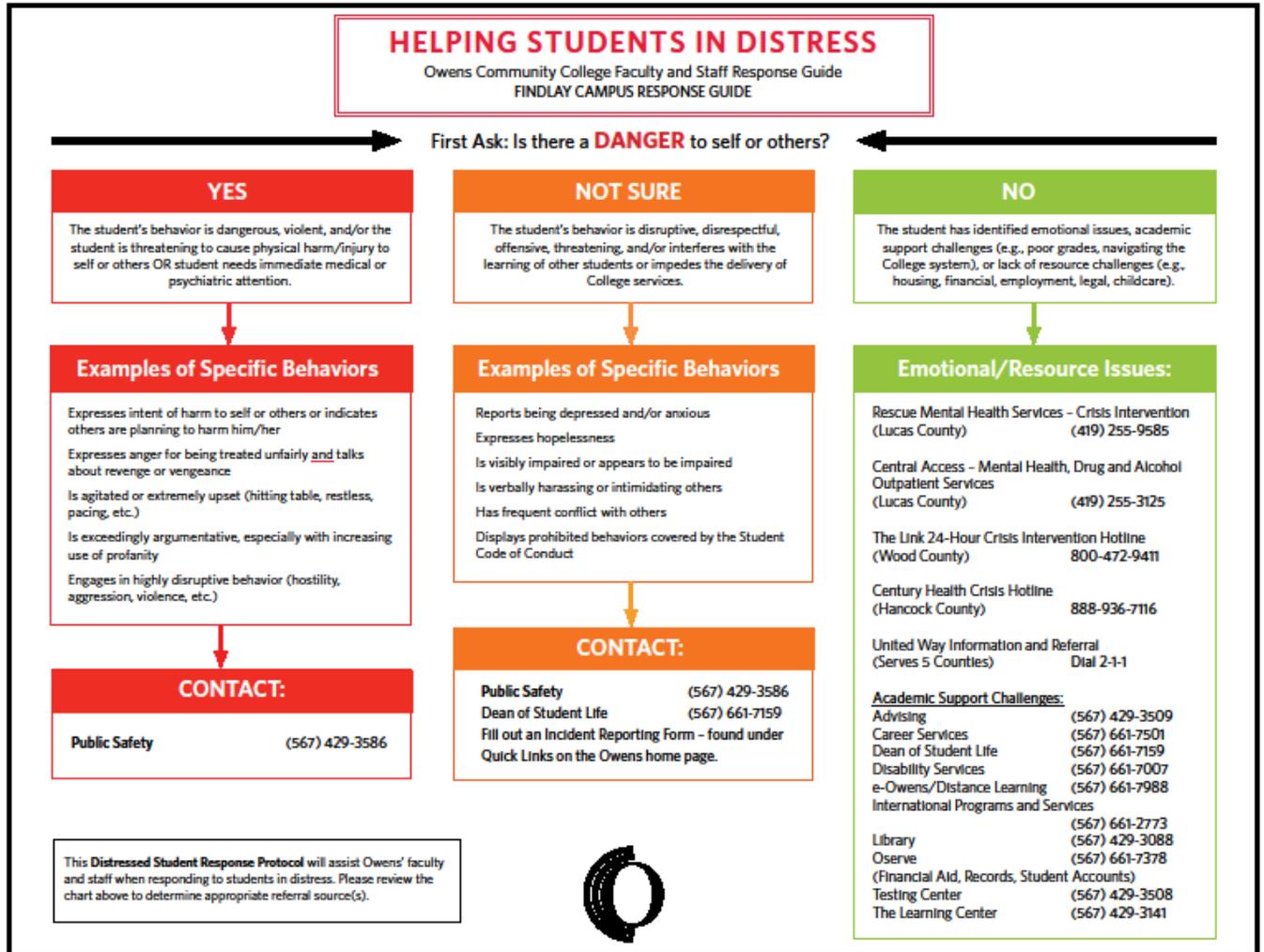


APPENDIX C

**HELPING STUDENTS IN DISTRESS RESPONSE GUIDES FOR TOLEDO AND FINDLAY CAMPUSES**



APPENDIX D



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