

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: The Mindful Space

Academic Year: 2025-2026

Name(s) of Submitter(s): Clementina Macias, Dr. Christa Banton, Shannon Delzell

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

The Mindful Space is dedicated to enhancing the mental health and overall well-being of Barstow Community College students and the surrounding community. Through compassionate, timely, and evidence-based services, we empower individuals to thrive academically, emotionally, and socially. We are committed to fostering a safe, inclusive environment that promotes resilience, personal growth, and lifelong wellness.

B. What is the area vision and how does it support the institutional vision?

Our vision is to be a leading campus and community resource for mental health and wellness—where every individual feels supported, valued, and equipped to lead a balanced and fulfilling life. The Mindful Space envisions a future where mental well-being is a shared priority, and where our services contribute to a healthier, more connected, and empowered Barstow.

Mental health is a key factor in student retention and academic performance. The center's proactive approach to wellness directly supports institutional goals related to student achievement, persistence, and graduation rates. By addressing mental health needs through evidence-based practices, The Mindful Space enhances students' capacity to succeed both academically and personally. This contributes to the college's goal of being a center of excellence where students are empowered to reach their full potential.

The center's commitment to emotional resilience, personal development, and holistic care reflects the college's values of inclusivity and continuous growth. Services are designed to be accessible and culturally responsive, ensuring that all students and community members feel supported and valued. By extending services beyond the campus to the greater Barstow area, The Mindful Space reinforces the college's role as a community partner. This outreach builds trust, fosters collaboration, and positions the college as a vital resource in the region's overall well-being.

Non-Instructional Program Review Template

C. Please provide a short area description:

The Mindful Space (TMS) serves as the dedicated mental health center at Barstow Community College, offering a comprehensive range of free services to support student well-being. These include individual psychotherapy, coaching, group therapy, mental health assessments, crisis intervention, consultations, referrals, and disciplinary intervention. All clinical services are delivered by licensed mental health professionals and are tailored to meet the unique needs of each student.

Beyond direct clinical care, TMS plays a vital role in fostering a culture of mental wellness across campus. The center leads awareness campaigns, professional development workshops, suicide prevention initiatives, and behavioral intervention strategies. TMS also actively engages with the broader community through outreach programs and events. One of its signature events, the annual Mental Health Matters Resource Fair, is open to students, faculty, staff, and the community at large, promoting connection, education, and access to mental health resources.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

Innovate to Achievable Equitable Student Success

- **Fostering Resilience:** The Mindful Space (TMS) empowers students to develop positive coping strategies, enabling them to navigate academic and personal challenges with confidence and adaptability. Resilient students are better equipped to bounce back from setbacks and maintain progress toward their goals.
- **Reducing Mental Health Stigma:** TMS actively works to normalize conversations around mental health. By promoting the idea that mental well-being is just as important as physical health, we encourage students to seek support without fear of judgment, fostering a culture of openness and proactive care.
- **Creating Inclusive Spaces for Neurodivergent Students:** TMS is committed to making the campus more accessible and welcoming for neurodivergent individuals by advocating for inclusive practices, offering tailored support, and promoting awareness across the college community.

Ignite a Culture of Learning and Innovation

- **Comprehensive Support Services:** Our therapeutic programs are designed to help students overcome emotional and psychological barriers that may hinder academic performance, ensuring they have the tools needed to succeed both in and out of the classroom.
- **Student-Led Initiatives:** Through the Active Minds Club, students are empowered to support one another and raise awareness about mental health. Peer-led efforts like these are vital, especially considering that socially isolated students are up to four times more likely to experience psychological distress.

Build Community

- **Collaborative Events:** The Mindful Space hosts impactful signature events such as the Mental Health Matters Resource Fair, Suicide Prevention Training, and the Black Health is Wealth series. These

Non-Instructional Program Review Template

gatherings unite students, faculty, staff, and community partners to raise awareness, celebrate wellness, and strengthen the college's commitment to mental health equity and education.

- **Community Resource Hub:** TMS actively maintains and shares up-to-date resource lists for local wellness programs, participates in community outreach events, and champions mental health initiatives throughout the Barstow area. By serving as a bridge between the college and the broader community, TMS helps ensure that mental wellness remains a shared and accessible priority.
 - Innovate to Achievable Equitable Student Success
 - Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
-

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Non-Instructional Program Review Template

Customers

Demographics of internal and external customers – who do you serve?

The Mindful Space proudly serves all students at Barstow Community College, offering a wide range of mental health and wellness services. To access individual psychotherapy, students must be actively enrolled in the current semester. In addition to student-focused care, The Mindful Space extends its support to faculty, staff, and the broader community through campus-wide wellness initiatives, outreach programs, and educational events that promote holistic well-being for all.

Student Demographics (7/1/24 to 6/30/25)

- Number of Unduplicated Clients: 131
- Number of Appointments: 814
 - Main Campus – In Person: 503 (61.79%)
 - Phone: 169 (20.76%)
 - Video: 98 (12.04%)
 - Fort Irwin – In Person: 34 (4.18%)
 - Veterans Resource Center: 10 (1.23%)
- Gender
 - Female: 91 (69.47%)
 - Male: 35 (26.72%)
 - Non-Binary: 2 (1.53%)
 - Not Available/Prefer not to answer: 3 (2.29%)
- Race/Ethnicity
 - American Indian or Native Alaskan: 1 (0.76%)
 - Asian/Pacific Islander: 2 (1.53%)
 - Black or African American: 39 (29.77%)
 - Hispanic: 19 (14.50%)
 - White/Caucasian: 23 (17.56%)
 - Multiple Ethnicity: 46 (35.11%)
 - Hispanic, White: 30
 - Hispanic, White, Black: 1
 - Black, White: 1
 - Black, West Indian: 1
 - Asian, White: 4
 - Asian, Black, American Indian: 1
 - Asian, Black: 1
 - Asian Indian, Hispanic: 1
 - American Indian, White: 1
 - American Indian, Hispanic: 3
 - American Indian, Black: 1
 - American Indian, Asian, Native Hawaiian: 1
 - Prefer not to answer: 1 (0.76%)
- Age
 - 18-24: 40 (30.53%)
 - 25-29: 18 (13.74%)

Non-Instructional Program Review Template

- 30-34: 17 (12.98%)
- 35-39: 19 (14.50%)
- 40-49: 19 (14.50%)
- 50+: 18 (13.74%)

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

Recent policy developments have significantly shaped the way Barstow Community College and similar institutions approach student safety, wellness, and inclusion. In response to the escalating fentanyl crisis, access to Narcan (naloxone), a life-saving opioid overdose reversal medication as well as Fentanyl test strips and drug spiking test strips must be provided to students free of charge (AB 461 & AB 1524). It is anticipated that future legislation may require student health centers to provide additional support for addiction support services.

TMS Clinical staff have been fundamental in the creation of the Behavioral Intervention Team—rebranded as PIVOT— to ensure that all students, particularly those facing behavioral, emotional, or academic challenges, have access to the support and resources necessary to succeed in the campus community.

Additionally, the formalization of Dr. Banton as the LGBTQIA+ Liaison (SB 1491) reflects a broader institutional commitment to equity and inclusion. This role now plays a critical part in ensuring that LGBTQIA+ students, staff and faculty have access to confidential support, affirming mental health resources, advocacy, and culturally competent care.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

- Board Policy (BP) 5200 states that BCC does not provide health services to students. This policy is outdated and needs correction as mental health services are considered health services. A corresponding Administrative Procedure (AP 5200) remains to be written. This procedure should define the operational framework for the Student Health Center, including:
 - Scope of services (physical, mental, and preventive care)
 - Confidentiality and record-keeping practices
 - Referral processes for off-campus care
 - Fee structures and funding sources
 - Emergency response protocol
- The presence of therapy dogs has been shown to reduce stress and improve emotional well-being among students, however, Board Policy and Administrative Procedure (BP/AP 3440) state that only Service Dogs are permitted on campus. Updates to these in-house procedures are needed to govern the use of therapy animals on campus. This will ensure we foster a more inclusive and supportive campus environment. Considerations may include:
 - Criteria for therapy dog certification and handler responsibilities
 - Designated areas and times for therapy dog visits
 - Health and safety protocols (vaccinations, hygiene, liability)
 - Communication and promotion of therapy dog events
- To address the growing concerns around opioid use and substance abuse, the New Student

Non-Instructional Program Review Template

Orientation should be revised to include:

- Information on the availability of Narcan on campus
- Information on the availability of Fentanyl Test Strips on campus
- Information on the availability of Spiked Drink Drug Testing Devices on campus
- To ensure the safety and success of events on campus, we are requesting updated policies and procedures that include:
 - Event planning and approval workflows
 - Clear vendor resource applications including a pre-approved vendor list
 - Mental health considerations for large-scale events (e.g. quiet zones, crisis response)

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

1. Student Services- Student Services is often the first point of contact for students seeking help.

Collaboration ensures seamless referrals, coordinated care, and integration of mental health into academic advising, financial aid, and student life.

Examples: Counseling referrals, crisis response, wellness workshops during orientation.

2. Academic Affairs- Faculty are in a unique position to observe changes in student behavior and performance. Partnering with Academic Affairs helps embed mental health awareness into the classroom and curriculum.

Examples: Faculty training, classroom presentations, syllabus statements on mental health resources.

3. Campus Safety and the PIVOT Team- Ensures a coordinated response to students in crisis or exhibiting concerning behavior. The PIVOT Team (Behavioral Intervention Team) helps assess risk and develop intervention plans.

Examples: Crisis de-escalation, wellness checks, safety planning.

4. ACCESS Disability Services- Many students with mental health conditions qualify for accommodations.

Collaboration ensures students receive the support they need to succeed academically.

Examples: Accommodation coordination, advocacy.

5. Human Resources/Professional Development -Staff and faculty well-being directly impacts student support. HR helps promote a culture of wellness and resilience across the institution.

Examples: Employee wellness programs, suicide prevention training, mental health first aid training, burnout prevention.

6. Institutional Research - Data-driven decision-making is critical for improving services. This area helps evaluate program effectiveness and identify trends in student mental health needs.

Examples: Surveys, needs assessments, grant reporting.

7. Basic Needs Services- Food/housing insecurity are major contributors to mental health challenges.

Collaboration ensures students receive wraparound support.

Examples: Referrals to food pantries, emergency grants, housing assistance.

8. Community Partners and Grant Collaborators

Why it matters: External partnerships expand the reach and resources of The Mindful Space. Grants often require multi-agency collaboration.

Non-Instructional Program Review Template

Examples: Local mental health agencies, county behavioral health, grant-funded initiatives.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Mindful Space is deeply integrated into the fabric of Barstow Community College through intentional and ongoing collaboration with all areas of campus life. Faculty, staff, and students are encouraged to refer individuals in need of mental health support, fostering a community-wide approach to wellness.

What other areas do you want or need to work with more and why?

To enhance the effectiveness and reach of mental health services, The Mindful Space recognizes the need to deepen collaboration with several key campus departments:

- **Student Conduct and Discipline:** Strengthening our partnership with this office is essential to ensure that students navigating behavioral or disciplinary concerns are compassionately connected to appropriate mental health resources. A more integrated approach will support early intervention and promote student success and well-being.
- **Public Information Office (PIO):** By building a stronger relationship with the PIO, The Mindful Space can more effectively promote its services to current and prospective students, as well as the broader community. Strategic communication efforts will help raise awareness, reduce stigma, and increase engagement with mental health resources.
- **Faculty Engagement:** Continued outreach to BCC faculty is vital for increasing awareness of available mental health services and referral pathways. Faculty are often the first to notice when a student is struggling, and equipping them with the right tools and knowledge can lead to timely support.
- **Human Resources:** A closer partnership with Human Resources will ensure that professional development offerings are timely, relevant, and responsive to the evolving needs of faculty and staff. This includes training on mental health awareness, trauma-informed practices, and strategies for supporting students in distress.
- **Director of Campus Operations:** The Mindful Space also collaborates with the Director of Campus Operations to support the planning and execution of campus events. This partnership can be enhanced to ensure that events are not only logistically sound but also inclusive, wellness-oriented, and aligned with the college's mental health and safety priorities.
- **Welcome Center:** Strengthening our partnership with the welcome center will ensure mental health resources are introduced early, helping normalize help-seeking behavior from the beginning since this office is often one of the first places new or prospective students visit.

Staffing

Area Organization – state any changes in past few years

In January 2025, TMS hired a part-time bilingual male counselor to better reflect the diversity of the student population and to reduce cultural and linguistic barriers to care. This addition enhances the center's ability to serve Spanish-speaking students and male-identifying students who may be less likely to seek mental health support.

Please list any professional development that staff has participated in (Standard 3.2)

Dr. Banton has demonstrated a strong commitment to professional development and community engagement through a wide range of trainings, conferences, and committee work over the past year. She co-

Non-Instructional Program Review Template

chairs the San Bernardino Suicide Prevention Subcommittee attending biweekly meetings to support regional suicide prevention strategies. She has also attended high-impact conferences including the Innovations in Psychotherapy Conference, Mental Health and Wellness Association (MHWA) Conference, LGBTQ+ Conference, and the Wellness Conference. Dr. Banton has contributed to regional wellness efforts through her involvement in the High Desert Mental Health and Wellness Network, HOPES Regional Committee, and California School-Based Health Alliance. Her training portfolio includes specialized certifications such as safeTALK Suicide Prevention, Violence Prevention, and Crisis Care. Additionally, she has played a leadership role in planning and participating in developing the PIVOT team for behavioral interventions. Her ongoing participation in professional development CEU trainings ensures she remains at the forefront of best practices in mental health care and education.

Our Mental Health Coordinator, Shannon Delzell, has actively engaged in a diverse range of professional development opportunities that enhance her ability to support student wellness and campus safety. Her training began with New Hire Orientation and in-service sessions, followed by completion of Mandated Reporter Training to ensure compliance with student safety protocols. She has been a consistent participant in Behavioral Intervention Team (BIT) trainings, focusing on identifying and supporting at-risk students. Shannon also attended the High Desert Mental Health and Wellness Network and participated in workshops such as How to Work with Difficult People and Gun Violence Prevention. Her commitment to holistic student support is further reflected in her involvement in events like the 2nd Annual High Desert Youth Summit, Strengthening Community Bonds for Veterans and Families, and the Warrior's Burden Conference on veterans' transitions. Shannon also completed specialized training with trauma experts from the Neurosequential Network and attended the LGBTQ+ Conference and MHWA Virtual Conference. During Mental Health Action Week and Classified School Employee Week (CSEW), she participated in sessions on DISC personality training, burnout prevention, enhancing Excel skills, and promoting mindfulness—demonstrating her dedication to both personal growth and community well-being.

Please list any professional development staff would benefit from (Standard 3.2)

The Mindful Space recommends clinicians receive additional training on crisis interventions through NABITA and continued education on new & innovative therapies for treating trauma. Crisis intervention training equips staff with the skills to respond effectively and compassionately to students experiencing acute psychological distress, including suicidal ideation, panic attacks, or trauma responses. Dr. Banton has requested professional training in EMDR (Eye Movement Desensitization and Reprocessing). EMDR is a highly effective, evidence-based therapy for treating trauma, anxiety, and other mental health conditions. EMDR offers a structured, efficient approach to trauma processing, which is especially valuable for students with PTSD or complex trauma histories. Many clients experience significant improvement in fewer sessions compared to traditional talk therapy. EMDR certification enhances staff credentials and supports long-term career growth.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

No – While The Mindful Space (TMS) continues to deliver high-impact mental health programming and therapy services, a critical operational gap remains: the absence of a full-time Secretary to support daily office functions. The Mindful Space needs a full-time Secretary to ensure coverage of the office while clinicians are

Non-Instructional Program Review Template

in session. Clinical staff cannot leave therapeutic sessions to attend to walk-ins and the Mental Health Coordinator is often out of the office for meetings, outreach and event set-up.

Impact on Students

- **Reduced Accessibility:** Students who walk in for help may find the office closed or unattended, which can discourage future help-seeking behavior.
- **Missed Opportunities for Engagement:** Without someone to greet and guide students, opportunities to connect them with resources or schedule appointments are lost.
- **Increased Stress on Clinical Staff:** Clinicians may feel pressure to multitask or respond to administrative needs, which detracts from their therapeutic focus and can lead to burnout.
- **Perception of Unavailability:** An unattended office may give the impression that mental health services are not readily available or responsive, undermining trust and credibility.

Area Effectiveness Data and Analysis

Satisfaction Surveys

The Mindful Space administered a satisfaction survey at our Mental Health Matters Resource Fair after the keynote workshop. The following was noted:

- 100% of the attendees learned something new about mental health
- 81% of attendees said that the workshop helped them confront and address stigma related to mental health
- 88% of attendees not already receiving mental health support reported an increased likelihood to reach out for help

TMS provides virtual telehealth in partnership with BetterMynd. Students are sent a satisfaction survey after each appointment. The average counselor rating is currently 10.00/10.00 and the average platform rating is 9.88/10.00.

The Mindful Space is interested in developing a satisfaction survey for on campus individual therapy in the next academic year.

Audits, project tracking, etc.

The Mindful Space (TMS), in collaboration with the Institutional Research (IR) Department, conducted a mental health survey in Fall 2023 to determine the state of mental health and the unmet needs of our students. Of the 76 students who responded, 53.8% stated that their mental health was poor or fair. Students reported that they felt overwhelmed by stress both personal and school related (81.81%), grief (45.45%), anger (50.91%), anxiety (76.36%), depression (70.91%), addiction (14.55%), and eating disorders (29.09%). When asked if they would benefit from a licensed mental health specialist, 58.18% stated yes. TMS is working

Non-Instructional Program Review Template

with IR to send a follow-up survey in Fall 2025. The goal is to administer a mental health survey every two years.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The Mindful Space (TMS) is committed to advancing equity in mental health access and outcomes for all students at Barstow Community College. By leveraging demographic data and implementing targeted initiatives, TMS is intentionally working to reduce disparities and ensure that every student feels seen, supported, and empowered.

In January 2025, TMS hired a part-time bilingual male counselor to better reflect the diversity of the student population and to reduce cultural and linguistic barriers to care. This addition enhances the center's ability to serve Spanish-speaking students and male-identifying students who may be less likely to seek mental health support. TMS is actively expanding its outreach efforts to engage historically underserved student groups, including:

- **ESL (English as a Second Language) classes** – to provide culturally sensitive mental health education and support.
- **Dreamers programs** – to address the unique stressors faced by undocumented and mixed-status students.
- **Student clubs** such as the Black Student Union (BSU) and Hispanic Club – to build trust and normalize mental health conversations within affinity groups.

In Spring 2025, TMS hosted a Mental Health Fair featuring a keynote speaker who addressed the impact of cultural stigma on mental health. This event created a safe space for dialogue and encouraged students from diverse backgrounds to seek support without shame or fear.

Recognizing the unique mental health needs of military-affiliated students, TMS launched Military Tuesdays—a weekly initiative to increase visibility and access to services for veterans and active-duty students. This effort includes drop-in hours, peer support, and collaboration with the Veterans Resource Center.

These initiatives reflect TMS's ongoing commitment to equity, inclusion, and student-centered care. By meeting students where they are—linguistically, culturally, and emotionally—The Mindful Space is helping to close equity gaps and foster a healthier, more resilient campus community.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

To address existing gaps and further advance institutional goals, the clinic is implementing several innovative initiatives:

- **Bilingual and Bicultural Counseling Services:** Hiring Spanish-speaking clinicians and offering culturally responsive therapy to better serve Hispanic students.
- **LGBTQ+ Affirming Care Model:** Dr. Banton will now serve LGBTQIA+ point-of-contact.
- **Telehealth Expansion:** Increasing access through virtual counseling, especially for students with mobility, transportation, or scheduling challenges.
- **Data-Driven Outreach:** Using disaggregated data to identify service gaps and tailor outreach efforts to underrepresented student populations.

Non-Instructional Program Review Template

These efforts not only address current deficiencies in access and representation but also position the clinic as a proactive partner in the college's broader mission to foster a thriving, inclusive academic environment.

Other Supporting Data (Qualitative or Quantitative)

The following responses were sent as feedback from BetterMynd therapy sessions:

"This program has helped me so much. I was on the verge of major depression and talking to Carlos and meeting with my physician I am feeling a lot more of control of my feelings. Carlos has helped me learn skills in order to deal with unexpected stress and yes even the stress of school once in a while. Thank you again."

"I appreciate being able to feel comfortable to let things out. Thank you"

"My therapist was very patient and really listened and gave me good feedback"

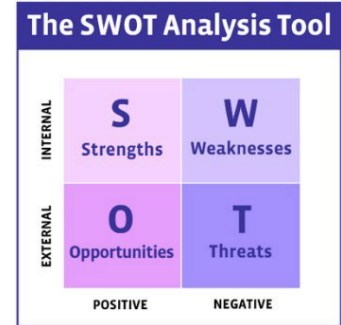
"I was very nervous going into speaking with someone at first and ended up feeling at ease and comfortable. I didn't feel like I was being judged. I really appreciate that."

Non-Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS <ul style="list-style-type: none"> - Knowledgeable and dedicated staff - Flexibility with appointment scheduling, time and availability - BetterMynd has allowed for expansion of virtual therapy and diversity of service providers - New crisis hotline has been opened for students - Workshops for psychotherapy topics are being provided - Therapy is being provided both in-person and virtually - Therapy is being provided at Ft. Irwin campus - A comprehensive service package is being provided - Unduplicated student count remains high. Our calendar stays fully booked. - Events are regularly scheduled to destigmatize mental health. - Increased cultural 	WEAKNESSES <ul style="list-style-type: none"> - Lack of space and ability to expand in that space. Two clinical offices are needed to support our current staff. - Budget restraints limit expansion of services - Lack of a true student health center - College does not charge a student health fee from students. Missed opportunity for income. - Lack of a full-time secretary. Clinical work requires extensive office management duties - PIVOT still under development - Lack of sensory spaces on campus - Lack of event spaces on campus and lack of communication transparency with event manager - Administrative policy and procedure changes make trying to get things done

Non-Instructional Program Review Template

	competencies with new part-time bilingual counselor	difficult and slow - Demand for in-office appointments exceeds availability
External	OPPORTUNITIES <ul style="list-style-type: none"> - Addiction support services - Additional wellness supports to promote general brain health - Enhance peer support program - Better data analysis including satisfaction survey - Outdoor wellness spaces - Wellness coaching program - Expand supplemental collaborations - New grants and funding sources - Student Health Fee - Business Continuity Plan 	THREATS <ul style="list-style-type: none"> - Budget cuts/restraints - Staff turnover - Legislative changes - Mass casualty event or emergency - Change in Administration goals and priorities - Moving clinical office

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- a. formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- b. indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- c. indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- d. indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- e. List at least one **action/strategy** for each goal/outcome.

Non-Instructional Program Review Template

- f. Explain how you will **measure** the goal/outcome.
- g. List any **resources** that will be needed to achieve the goal/outcome

GOAL #1

Ensure mental health clinic has full-time coverage of clinicians and support staff to ensure consistent presence and availability.

Expected Service Area Outcome/Administrative Unit Outcome

- Support staff will be present during all clinic hours to assist with intake, scheduling and student inquiries
- 90% of student inquiries (phone, email or in-person) will receive a response within one business day
- Students will be able to schedule appointments with mental health clinicians within 5 business days of request
- Clinicians will report improved administrative support, allowing more time for direct student care
- The Mindful Space will relocate to a larger facility that can accommodate two clinicians and support staff.
- Students will experience reduced frustration and anxiety, especially for those already in distress

A. This Goal/Outcome is

- ☒ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

C. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☒ Staying on the Path
- ☐ Support Learning

Non-Instructional Program Review Template

D. Please list actions/strategies for achieving this goal/outcome.

To achieve our goal of consistent and reliable mental health coverage, we propose hiring a full-time Secretary to support the mental health clinic. This position will be essential in managing intake, scheduling appointments, and responding to student inquiries in a timely and professional manner.

Currently, the clinic relies on the assistance of a student worker for these responsibilities. While this support is valuable, it is limited in scope and availability. The role of the Mental Health Coordinator requires frequent attendance at meetings and other duties outside the office, making them unavailable for urgent or time-sensitive concerns.

A full-time Secretary will ensure that students have immediate and dependable access to services during all clinic hours. This will lead to more efficient appointment scheduling, reduced wait times, and earlier intervention—factors that are critical to improving mental health outcomes. Additionally, a trained administrative professional can manage sensitive information with the discretion and confidentiality that students expect and deserve, fostering a sense of safety and respect.

By relieving clinicians of administrative tasks, this role will also allow them to dedicate more time to direct care. As a result, the clinic will be able to increase both the quality and quantity of services provided to students.

Additionally, The Mindful Space has outgrown its current location. The clinic needs to relocate to a larger building that accommodates at least two full-time clinicians, a mental health coordinator and a full-time secretary, ensuring adequate space for confidential sessions, administrative operations, and student support services.

The current space limits the clinic's ability to expand services and maintain confidentiality. Relocating to a larger facility will support the hiring of an additional clinician, reduce wait times, and improve the overall student experience by providing a more welcoming and functional environment. If a suitable location is not currently available, we recommend securing the required funding to build a new student health center.

E. Briefly explain how you will measure the goal/outcome.

- **Ensure Consistent Front-Desk Coverage**
The clinic will maintain full-time front-desk staffing during all hours of operation. This will be verified through regular audits of staff schedules and time logs to confirm continuous coverage.
- **Improve Scheduling Efficiency and Student Communication**
Enhancements in scheduling processes and communication with students will be assessed through periodic audits of communication records and feedback collected via student satisfaction surveys.
- **Achieve Relocation Objectives**
The success of the clinic's relocation will be measured by the acquisition or construction of a facility that includes private offices for two clinicians, as well as secure, confidential spaces for support staff and client waiting areas.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Personnel Request: Full-time Secretary

Non-Instructional Program Review Template

Facilities expansion to accommodate two clinical offices on main campus (two clinicians)

GOAL #2

Streamline business processes, standard operating procedures, and data tracking to align with institutional data needs, Chancellor's Office initiatives such as Vision Aligned Reporting (VAR), etc.

Expected Service Area Outcome/Administrative Unit Outcome

Standardizing procedures ensures that all staff follow the same protocols, reducing variability and increasing the quality of care provided to students. More efficient workflows enable quicker responses to students' needs, improving overall service delivery. Improved data tracking allows for accurate monitoring of student interactions, treatment outcomes, and resource utilization. Aligned reporting and comprehensive data analysis help in making informed decisions about program adjustments, resource allocation, and identifying areas for improvement. Ensuring that mental health services align with BCC's vision and goals helps in contributing to broader institutional objectives, such as improving student success and retention. Streamlined processes make it easier for students to access mental health services, reducing wait times and increasing overall satisfaction. Also, streamlined processes and enhanced data tracking will highlight areas where staff may need additional training or support, fostering professional growth. Effective data tracking allows for monitoring progress on key performance indicators (KPIs) and program outcomes. Overall, these improvements contribute to a more organized, responsive, and effective mental health service within BCC, ultimately supporting the well-being and academic success of students.

G. This Goal/Outcome is

- ☐ New
- ☒ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

I. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☒ Staying on the Path
- ☐ Support Learning

Non-Instructional Program Review Template

J. Please list actions/strategies for achieving this goal/outcome.

- The Mental Health Coordinator is creating Standard Operating Procedures (SOP) for clinical processes including mapping current workflows for intake, scheduling, documentation, referrals and follow up. SOPs will be aligned with institutional policies and community college best practices.
- Initiating new process to send virtual assessments to all clients (PHQ9 & ACE)
- Annual audits are used

K. Briefly explain how you will measure the goal/outcome.

The goal will be measured by process efficiency and effectiveness, and data quality and tracking. TMS will measure the accuracy of data collected against known benchmarks and through validation checks. Improved accuracy signifies effective data tracking improvements. The following strategies may be implemented:

- Perform monthly and annual audits to look for errors and missing data fields
- Monitor submission timelines for internal and external reports
- Create a student satisfaction survey that can be sent every semester to current clients
- Suggestion Box in Lobby
- Track average time from inquiry to appointment

L. Please list resources (if any) that will be needed to achieve the goal/outcome.

A full-time Secretary is needed to assist with clerical responsibilities

GOAL #3

Continue to increase student engagement especially for disproportionate groups.

Expected Service Area Outcome/Administrative Unit Outcome

Expected Service Area Outcomes (SAOs)

1. Increased Utilization by Disproportionately Impacted (DI) Groups
Outcome: The number of students from DI groups (e.g., first-generation, BIPOC, LGBTQ+, veterans) accessing mental health services will increase by 5% over the academic year.
2. Improved Awareness of Services
Outcome: At least 80% of students surveyed after outreach events will report increased awareness of available mental health resources.
3. Enhanced Sense of Belonging
Outcome: Students from DI groups who engage with The Mindful Space will report a higher sense of belonging and support on campus, as measured by post-service surveys.

Expected Administrative Unit Outcomes (AUOs)

1. Improved Data Collection on Student Demographics
Outcome: The unit will implement a standardized method for collecting and analyzing demographic data to monitor engagement by DI groups.
2. Timely Follow-Up and Referrals
Outcome: 95% of students who request services will receive a follow-up or referral within 48 business

Non-Instructional Program Review Template

hours.

3. Staff Training on Equity and Inclusion

Outcome: 100% of staff will complete annual training on culturally responsive practices and trauma-informed care.

4. Increased Collaboration with Equity-Focused Programs

Outcome: The unit will partner with at least three equity-focused campus programs (e.g., EOPS, Veterans Services, Student Success & Equity, Lavender Scholars) to co-host events or provide targeted outreach.

M. This Goal/Outcome is

- ☒ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☒ Staying on the Path
- ☐ Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

- Ensure diversity of staff including part-time bilingual counselor and bilingual front desk staff
- Targeted outreach to Dreamers and ESL students
- Targeted mental health awareness campaigns focused on men's health & stigma reduction
- Increased collaboration with Special Programs & Services (EOPS, NextUp, CARE & CalWORKs)
- Daily Wellness Hours to encourage students to visit The Mindful Space for mental wellness activities.
- Informal focus group of Viking Wellness participants
- Working with PIO to standardize monthly calendar and regularly promote ongoing services such as BetterMynd Virtual Therapy and 24/7 Crisis Line that can be used by students who are unable

Non-Instructional Program Review Template

to come to campus.

- Rebranding logo and website overhaul

Q. Briefly explain how you will measure the goal/outcome.

Increased Utilization by Disproportionately Impacted Groups

- *Outcome:* By the end of the academic year, there will be a 10% increase in the number of students from disproportionately impacted groups (e.g., BIPOC, LGBTQ+, first-generation, low-income) accessing mental health services.
- *Assessment:* Compare demographic data of service users year-over-year.

Improved Awareness and Access

- *Outcome:* At least 80% of students attending outreach events will report increased awareness of mental health services and how to access them.
- *Assessment:* Post-event surveys and feedback forms.

Culturally Responsive Programming

- *Outcome:* The Mindful Space will host at least two culturally relevant workshops or support groups annually that are tailored to the needs of specific student populations (e.g., veterans, Latinx students, foster youth).
- *Assessment:* Attendance records and participant satisfaction surveys.

Student Satisfaction and Engagement

- *Outcome:* 85% of students who receive services will report feeling more connected to campus resources and supported in their academic journey.
- *Assessment:* Student satisfaction surveys.

Faculty and Staff Training

- *Outcome:* Provide at least one professional development sessions per year for faculty/staff on identifying and referring students from underrepresented groups to mental health services.
- *Assessment:* Attendance logs and pre/post-training evaluations.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

- Bilingual front desk support (Full-Time Secretary)
- For daily wellness hours we will be budgeting funds for food supplies, non-instructional supplies and furniture to make the space more welcoming. Our goal is to encourage all students to stop by TMS, grab a snack, decompress and learn more about general mental wellness.
- Additional printing budget included rebranded website & new brochures.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Goal #1 - Establish an Active Minds chapter (student club) on campus.

This goal was completed. The club is meeting regularly, has elected an Executive Board and created their constitution and by-laws. Club membership is low so The Mindful Space will continue to collaborate on events until the club membership increases.

Non-Instructional Program Review Template

(New from Update #2) Goal #2- Expand and diversify the range of services offered by The Mindful Space.

- This goal is replaced by Goal # 3. The range of services was significantly increased during the 24-25 academic year. Increased clinical hours for BetterMynd have been contracted for 25-26, a 24/7 crisis hotline was implemented, and a secondary part-time mental health counselor was hired. The focus of our new goal will be increasing student engagement, especially for disproportionate groups.

(New from Update #2) Goal #3 – Develop Targeted prevention/intervention strategies including the creation of a Behavioral Intervention Team

- This goal has been discontinued. The Behavioral Intervention Team has been created. Additional training will be provided through the Office of the Vice President of Student Services. The additional action plan for this goal was predicated on receiving a grant which was not received.
-

Non-Instructional Program Review Template

IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

TMS was awarded \$2,000.00 for furniture to equip a third office with furniture for therapeutic sessions for mental health interns. This goal had to be discontinued when TMS was moved to a smaller office. Therefore, the resources were not used.

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. *Personnel/Staffing*
- b. *Technology Resource*
- c. *Facilities Resource*
- d. *Professional Development*
- e. *Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Goal 1 & 2	Personnel/Staffing: Full time Secretary	\$65,000.00	YES	50% Mental Health Program 50% General Fund
Goal 1	Facilities Resource: Building Expansion/Student Health Center	TBD	TBD	TMS will work with Administration to explore suitable locations on campus for expansion and/or funding sources for building a new health facility
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Non-Instructional Program Review Template

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------