

PROGRAM REVIEW Fall 2018

Program: Student Health and Wellness Services

Division: Student Services

Date: 09/17/2018

Writer(s): Tricia Gonsman MSN NP-C

SLO/SAO Point-Person: Tricia Gonsman

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before _____.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by _____.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Student Health and Wellness Center offers both behavioral and medical health services while collaborating with community and Las Positas College services for wellness events and behavioral workshops.

The SARS grid is utilized at the Student Health and Wellness Center to schedule appointments, generate reports and collect data for utilization review.

Data from SARS: Service Utilization:
Total number of students served: 3719
Walk In Visits: 619
Clinical appointments: 1259
Mental Health Counseling Appointments: 360
Emergency Triage Appointments: 25
Health and Wellness Outreach: 1456

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).

Increased Funding to supplement the Behavioral Health Program:

The Student Health Fee was increased in the Spring of 2018 to \$20 per semester from the previous amount of \$17 per semester. This additional funding helps provide support for the behavioral health services. Included in the support includes collaboration with General Counseling and Psychology Departments. Group activities such as Chill n' Chat and Behavioral workshops were added to support student populations.

Staff:

- Dr. Sheena Turner-August, MFT, PhD
Behavioral Outreach coordinator/Psychology Department liaison/Subject matter expert. Coordinator of the Chill n' Chat, and "13 Reasons Why Not" student monthly workshops. Sheena was hired over the summer 2017, and throughout the year she developed behavior workshops as part of outreach. The outreach programs have increased behavioral health awareness on campus with both students and faculty/staff.
- Heike Gecox MFT; Heike was hired as a professional expert overseeing as the Supervisor for the Marriage Family Therapist Intern program (MFTI) 4 hours/week; Heike is also available for crisis and resource for Student Health Center.
- Two MFT Interns were hired to each work 25 hours/week as MFT Interns providing 1:1 counseling to students. Cheryl also participated in Chill n' Chat group weekly. Peter and Cheryl participated in Behavioral Workshops, monthly.
Cheryl Dickenson, MFTI
Peter Hartman, MFTI

Impact of additional MH Staff:

- With the addition of 2nd MFT Intern, services offered with therapy sessions, group programs were increased. Hours of 1:1 counseling increased to 50 hrs./week total, 25 hrs./week per intern
- Group programs: Chill n' Chat and Behavioral Workshops increased education, small group access to more students in addition to 1:1 therapy sessions.

Mental Health On Campus Resources Available:

1. Short Term Individual Counseling
 - 8 sessions 1:1 therapy sessions per semester per student.
 - 1 MFT Intern Supervisor: Heike Gecox
 - 2 MFT Interns: Cheryl Dickenson, Peter Hartman
 - 50 hours per week total, 25hrs/per intern
2. Peer Support Group

Chill n' Chat: Wednesdays 2-3:30

- Clinical Oversight: Sheena Turner-August, Behavioral Health Program Lead, PhD
- Administrative Oversight Dayna Barbero, Student Health Center Director
- Facilitator Cheryl Dickinson, MFT Intern

- Administrative Support, Jaime Gano, Health Education Assistant

3. Student Behavioral Health Workshops

13 Reason's Why Not Workshops

- 2nd Wednesday of every month 2-3:30
- Clinical Oversight: Sheena Turner-August, Behavioral Health Program Lead, PhD
- Administrative Oversight Dayna Barbero, Student Health Center Director
- Facilitators: Sheena Turner-August, PhD, Cheryl Dickinson, MFT Intern, Jaime Gano, Health Education Program Assistant
- Administrative Support, Jaime Gano, Health Education Assistant

4. Faculty/Staff Behavioral Workshops:

- Fall Flex Day Presentation-Promoting Student Mental Health presented by Mental Health Team

Online Resources

- Behavioral Intervention Resource Team (BIRT)
- Online guide to mental and behavioral health services web page
- www.ulifeline.org/laspositascollege

24/7 Support

- "Courage" Crisis Text Line: 741-741
- National Suicide Prevention Lifeline Call: 1-800-273-TALK (8255)

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Achieved SAO#1: Chill n’ Chat is a peer support group which meets 3 weeks per month. Sessions were conducted by Cheryl Dickenson, MFTI and Jaime Gano, Health Educator Assistant, Student Health Center Health
 On average 6-10 students participated in activities including open dialog, ice breaking activities, and other thought provoking activities. Students who participated in Chill n’ Chat Peer Support Groups reported progress toward achieving their personal goals noted via verbal confirmation. Information gathered from evaluations note the sessions are helpful talking with facilitators and peers. Students found the groups thoughtful and emotion provoking, and felt no judgement from peers and facilitator.

Achieved SAO #2: Faculty and staff were educated on principles and process of Behavioral Intervention Resource Team, BIRT, with flex day presentation and from guidance from Student Health Center web site resources.

Achieved SAO #3: The Student Health and Wellness staff are all aware of the kogntos online and have participated in the training

Achieved SAO #4: Most students who participated in the Chill n’ Chat sessions reported increased ability to handle feelings and emotions. Those who felt that they needed additional support or therapy were encouraged to enroll in the individual counseling offered at Las Positas.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations	X SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support	X	Professional Development	

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

NA

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

NA							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

NA							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use

	External Factors		Learning Support		Professional Development	
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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

Obstacles encountered throughout the year would include space and funding to continue serving our students with their physical and behavioral health.

1. With the addition of another private room for behavioral health, more students could be seen for individual counseling. A larger space in the waiting would provide more privacy and protection of the student's HIPPA rights.
2. Additional funding would provide more funding for another MFTI for individual and group therapy, and peer workshops.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. Additional programs for behavioral health therapy and expanded services for medical/episodic services by the Student Health Center staff.
2. Increase student awareness of the medical and behavioral health program available via web site, classroom presentations, student government and faculty/staff awareness.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use

	External Factors		Learning Support		Professional Development	
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I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. Long term planning includes new Health Center facility with additional rooms for Behavioral Health therapy and medical appointments. In order to comply with HIPPA regulations, a larger waiting rooms to accommodate student's privacy including key board for self-entry of "W" number for registration.

2. Also, an additional room to accommodate students who need space to either breastfeed/pump for their infants.

Mark an X before to each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

1. Upcoming plans for the Student Health Center include increasing Behavioral Health groups on campus to provide more access to mental health for students.
2. Additional staff if needed with Behavioral Health team to help facilitate the MH Grant.

- B. **Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion? ____yes ____no

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

- C. **Facilities:** Do you have any facilities needs that are currently unmet? If yes, please describe.

Larger facility to accommodate additional students with medical and behavioral health needs, and a lactation room to accommodate students

- D. **Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

N/A

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

N/A

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

N/A

Section Three: SLO/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

2017 Program Review SLO/SAO:

Circle One: CSLO PSLO SAO #1
Course, Program Name, or Student Service Area: Student Health and Wellness Center
Text of CSLO/PSLO/SAO: 90% of Students that attended a chill and chat support group stated that they made progress toward their personal goals
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. Chill and Chat Evaluation

Circle One: CSLO PSLO SAO#2
Course, Program Name, or Student Service Area: Student Health and Wellness Center
Text of CSLO/PSLO/SAO: 75% of staff/faculty are aware of the Behavioral Intervention Resource webpage (BIRT)
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. Staff Survey

Circle One: CSLO PSLO SAO#3
Course, Program Name, or Student Service Area: Student Health and Wellness Center
Text of CSLO/PSLO/SAO: 75% of staff/faculty are aware of kognitos online training
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. Staff Survey

Circle One:

CSLO PSLO SAO#3

Course, Program Name, or Student Service Area:

Student Health and Wellness Center

Text of CSLO/PSLO/SAO: 90% of students that attended a chill and chat peer support group stated that they can better handle their feelings and behaviors

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. Chill and Chat Evaluation

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: N/A
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from ___200_____ students over ___2_____ semesters.
Describe the quantitative or qualitative results: Students completed evaluations at the end of Chill n’ Chat and the Behavioral Health workshops.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: The Student Health Center plans on continuing planning and evaluating the SAOs as noted.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? Students noted to have more coping techniques to deal with stress from school and home life.
DO you plan to continue tracking this SLO in the next year? Explain. We plan on continuing to track the peer support group, Chill n’ Chat and Behavioral Health Workshop in the incoming year’s program review.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO **SAO**

Course, Program Name, or Student Service Area:

Student Health and Wellness Center

Text of CSLO/PSLO/**SAO**:

- SAO # 1. As a result of participating in a Chill N' Chat Peer Support Group, students report that they can better handle their feelings and behaviors.
- SAO #2 As a result of the Health Center's outreach, staff/faculty are aware of the Behavioral Intervention Resource (BIRT) web-page and other resources available at the Student Health Center.
- SAO # 3As a result of participating in Chill N' Chat peer support group or Behavioral Health Workshops, students report that they made progress toward achieving their personal goals.
- SAO #4 As a result of Student Health Center outreach and presentations, more students will be aware of Student Health Center's services and wellness opportunities.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

N/A

**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A