Program: Student Health and Wellness Center
Division: Student Services
Date: 8/23/2019
Writer(s): Patricia Gonsman MSN NP-C
SLO/SAO Point-Person: Patricia 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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

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 October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: https://bit.ly/2Y0j7fW

Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM

Frequently Asked Questions: https://bit.ly/2DHLnfj

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 Snapshot 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.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

The Las Positas Student Health and Wellness Center (SHWC) offers students both medical and behavioral health services while working with community services and Las Positas College collaborators. The center offers educational behavioral workshops open to all students and wellness events throughout the academic year.

The SARS grid is utilized to schedule appointments, collect data for utilization and generate reports.

Service Utilization statistics for SHWC for 2018/2019 academic year:

Total number of students served: 5437
Walk In Visits: 982
Clinical medical Visits: 1566
Mental Health Counseling Appointments: 721
Emergency Triage Appointments: 75
Behavioral Health and Wellness Outreach: 1498
SWWC Classroom Presentations: 595

B. 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: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpI

(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).

N/A						
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. 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:

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

N/A						
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Accomplishments: What plans from the 2018 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. Please highlight any positive impacts to students.

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1. **We have increased services offered at Student Health and Wellness Center by bringing community vendors to offer free HIV/Hep C testing to all students every month.**
2. **With the help from funding with the Mental Health grant, an additional MFT Associate was added to the staff enabling more students to access the SHWC for MH counseling.**
3. **We added a group therapy for the students, Rant & Rave. This follows the group therapy model for counseling for students.**
4. **Sponsored Behavioral Health Workshops which discussed topics such as LGTBQ, Suicide Awareness, Sexual Assault Awareness and social media impact on mental health**

Medical Staff operated by Stanford Health Care ValleyCare:
- Patricia Gonsman MSN NP-C: SHWC Site Director and Nurse Practitioner
- Monica Clifford MA: SHWC Medical Assistant
- Gagan Preet: SHWC Health Educator Assistant/Front Desk

Behavioral Health Staff:
- Dr. Sheena Turner-August, MFT, PhD
  Behavioral Outreach coordinator/Psychology Department liaison/Subject matter expert. Coordinator of the Chill n' Chat, Rant and Rave 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) 5 hours/week; Heike is also available for crisis and resource for Student Health Center.
- Three 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, MFT Associate
  Peter Hartman, MFT Associate
  Roshanna Yosef, MFT Associate

  Impact of additional MH Staff:
- With the addition of 3rd MFT Associate, services offered with therapy sessions, group programs were increased. Hours of 1:1 counseling increased to 56 hrs. /week total, 25 hrs. /week per intern for two MFT Associates, with one MFT Associate working on Fridays for 6 hours only.
- 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.
- I MFT Intern Supervisor: Heike Gecox MFT
- 2 MFT Interns: Cheryl Dickenson, Peter Hartman, Roshanna Yosef
- 56 hours per week total, 25hrs/per wk. MFT Associate, and 1 working Fridays, 6 hrs.

2. Peer Support Group

Chill n' Chat: Wednesdays 2-3:30

- Clinical Oversight: Sheena Turner-August, Behavioral Health Program Lead, PhD
- Administrative Oversight :Tricia Gonsman MSN NP-C, Student Health Center Director
- Facilitator: Cheryl Dickinson, MFT Associate and Roshanna Yosef, MFT Associate
- Administrative Support: Gagan Preet, Health Education Assistant

Rant and Rave Group Therapy Tuesdays 11:00 -12:30

- Clinical Oversight: Sheena Turner-August, PhD, Behavioral Health Program Lead
- Administrative Oversight: Tricia Gonsman MSN NP-C, SHWC Director
- Facilitator: Peter Hartman, MFT Associate and Roshanna Yosef, MFT Associate
- Administrative Support: Gagan Preet, Health Educator Assistant, SHWC

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: Tricia Gonsman MSN NP-C, Student Health Center Director
- Facilitators: Sheena Turner-August, PhD, Cheryl Dickinson, MFT Associate, Roshanna Yosef, MFT Associate, Gagan Preet, Health Education Program Assistant
- Administrative Support: Gagan Preet, 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://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

G. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

1. **Continue to increase knowledge of Student Health and Wellness Center's medical and behavioral health programs via advertisement, presentations and web site information.**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Obstacles noted throughout the year would include limited space for students with behavioral health needs. The SHWC increased the amount of students seen for MH counseling

appointments for the 2018/2019 academic year by two fold, 360 students seen 2017-2018 compared to 721 students seen 2018-2019 academic year. With the addition of another private room, more students could utilize the SHWC for mental health counseling appointments and therefore limit the waiting list.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

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 20-21.

1. **The Student Health and Wellness Center (SHWC) plans to continue with implementation of Mental Health Grant. With these additional funds, the SHWC plans to add 2 additional MH groups for Las Positas College students, Middle College group and Veteran's support group.**
2. **Increase student awareness of the programs and services offered by the SHWC via classroom presentations, student government and web site.**
3. **Add additional programs such as health information tabling and screenings monthly for students.**
4. **As noted with the 2018 Student Survey, more students acknowledge stress and anxiety with dealing with their daily life and school. We plan on offering 2 new groups to offer stress relieving dialogue and support.**
5. **Increase awareness of Student Health and Wellness services to various student groups throughout the LPC campus including Umoja, Puente, LGBTQ, CalWorks, Middle College, Disable Students and Veterans.**

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity

	External Factors		Learning Support		Professional Development		Technology Use

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 plans would include additional space for behavioral health counseling appointments and medical appointments. Also, a larger waiting room allowing students more privacy. Currently we have 2 MFT Associate offices which are shared by 3 MFT Associates.**
2. **An additional room to accommodate students who need space for breast feeding/pumping for their infants.**

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

A. **Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.**

  Program-set standard data can be found on this page:
  http://www.laspositascollege.edu/research/outcomes.php

  (Data for AY 18-19 will be available by the beginning of Fall 2019).

  Did your program meet its program-set standard for successful course completion?
  ____yes _____no

  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

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only):
SLO or SAO: As a result of participating in Chill and Chat peer support group, students report that they can better handle their feelings and behaviors.
Describe the quantitative or qualitative results: When students completed the evaluation following Chill and Chat sessions, they reported increased ability to handle their feelings, and engage in conversations with others.
Discuss any actions taken so far (and results, if known): Most students heard about the Chill and Chat program from their instructors, so classroom presentations would be continued.
Discuss your action plan for the future: Increase advertisement and change location to a more centralized location.

Course (SLOs only):
SLO or SAO: As a result of participating in a Chill and Chat support group, students report that they made progress toward their personal goals.
Describe the quantitative or qualitative results: When students completed the evaluation following Chill and Chat sessions, they reported making progress towards reaching their goal. Students noted that speaking with other students helped them talk about their feelings and goals.
Discuss any actions taken so far (and results, if known): Continue to offer Chill and Chat with the same peer led format.
Discuss your action plan for the future: We plan to offer two new groups for Las Positas College students which would be offered to Middle College Student and Veterans while continuing to offer Chill and Chat to all Las Positas College students.

Course (SLOs only):
SLO or SAO: As a result of the Health Center's outreach, staff/faculty are aware of the Behavioral Intervention Resource webpage (BIRT).
Describe the quantitative or qualitative results: Most faculty/staff are aware of BIRT and how to the Student Health and Wellness Center.
Discuss any actions taken so far (and results, if known): Increase awareness of BIRT with advertisement, flyers.
Discuss your action plan for the future: Post information on website including the BIRT form.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D. **DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].**

D1. **List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be written as soon as possible; please work with your SLO/SAO coordinator for help submitting new SLOs/SAOs to the SLO Committee.**

N/A

D2. List any courses or service areas that do have approved SLOs/SAOs but do not have any SLOs or SAOs that do not have recorded assessments during the past three years (Fall 2016-Spring 2019).

N/A

D3. Describe your plans for assessing the SLOs or SAOs listed under Question D2 above.

N/A

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

N/A

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

N/A

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

N/A

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

> **The Student Health and Wellness Center has provided Behavioral Health Workshops with topics such as, LGBTQ Community and How to become an Ally, which would help impacted students feel more support from Las Positas College.**

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

> **N/A**

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

> **N/A**

Section Three: 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**

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

N/A