

## PROGRAM REVIEW UPDATE 2015-2016

---

**Program: Student Health & Wellness Services**

**Division: Student Services**

**Date: 10/12/2015**

**Writer(s): Dayna Barbero**

**SLO/SAO Point-Person: Dayna Barbero**

---

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

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
- 

### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Office Space – With the expansion of services offered, collaborative partnerships, and staffing we are in need of one shared office space to utilize for our wellness program development & mental health administrative staff.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

**To expand mental health program services to meet campus needs: **Achieved****

Expand Mental Health Intern Hours 10 hours a week **Completed 2014-2015 AY**

Offer Mental Health Stress Management workshop for Students **Completed Spring 2015**

Crisis counselor Backup with Academic Counseling – **Guidelines updated 2015**

Provide mental health training on campus for staff/faculty – **Not met completely - Susan Hiraki provided mental health crisis training to counseling staff**

**Implementation of Behavioral Incident Response Team (BIRT)** A team that addresses distressed, disruptive or dangerous behavior in students and offers assistance, education resources and consultation to faculty and staff in an effort to positively affect student retention and campus safety – **Partially Achieved**

**Completed** BIRT website and guidelines completed Fall 2014

**Completed** Townhall Introduction to BIRT

**Need** – To implement regular monthly meetings

**Health Insurance Coverage initiative- **Achieved**** According to the latest newsletter from the California Community Colleges Student Mental Health Program (CCCSMHP), "young adults ages 18 to 34 are uninsured at almost double the rate of older adults. Community colleges, in particular, tend to enroll students who are disproportionately uninsured, including low-income students, part-time that could prevent them from earning a college degree."

Establishment of collaborative partnership with Axis healthcare

Direct referral process established with Axis for LPC students

14-15 AY Axis provided Campus outreach monthly on enrollment information

Website updated to include Covered California enrollment information

**C. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

- 1- The Intern hired resigned from LPC at the end of the Summer. A MOU was established with HUME center to replace and also expand mental health services on Campus. The MOU was rejected for board from the district office – which has resulted in a two month delay of service. The MOU is in the process of being rewritten and resubmitted with an expected start after November's board meeting.
- 2- BIRT – The guidelines and resources have been established, but regular meeting have not been established to fully implement the program.

**D. What are your most important plans (either new or continuing) for next year?**

**1- Establishment of MOU with HUME Center** - To increase the ability of Las Positas College to better address their students' mental health needs, with a long-term goal to increase student success and retention through the development and enhancement of quality student mental health support services through grant funding and medical reimbursement.

A key focus of CCC SMHP: Establishing collaborative & sustainable partnerships between community colleges and their county behavioral and mental health departments (CBMHD) .

**Benefits of Collaboration:**

Successful collaborations provide its partners a vehicle for mutual support, assistance, and empowerment. By sharing information, pooling resources, and working together to achieve shared goals, collaborations can increase access to services, create greater efficiencies in service delivery systems and coordination of care, as well as prevent individual partners from having to re-invent the wheel and duplicating services. Collaborations also wield more influence with decision-makers than individuals or single organizations and the synergy created by working collaboratively can generate innovation.

Hume School Based Program service areas

- a. Administrative Consultation
- b. Mental Health Consultation to teachers
- c. Peer Consultation Groups
- d. Student Peer Consultation Groups
- e. Early Intervention Services
- f. Treatment services
- g. Streamline transition from high school, continuation schools into LPC

**2 Implementation of Healthy Campus 2020 framework** -to support the campus in improving the health of their students. Developing a Healthy Campus initiative Including:

- 1.A network of people working toward a common vision
- 2.Priority health needs of your community
- 3.A plan with strategies and action steps
- 4.Community- and individual-focused interventions
- 5.Tracking progress

**E. Do plans listed under question (D) connect to this year’s planning priorities (listed below)? If so, explain how they connect.**

***Planning Priorities for 2015-16***

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

**Provide Institutional support – Addressing health barriers affecting academic success**

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_\_no N/A**

**(This data can be found here: <http://goo.gl/y9ZBmt>)**

**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

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

- 1- There was a 100% met demand for mental health services met through either a referral or being able to accommodate students needs which have shown to increase academic retention & success ( please see survey results)
- 3- Providing uninsured students with access to their health coverage options & decreasing the percentage of the uninsured – which has been linked as a barrier to achieving academic success. 100% of students stating they do not have medical insurance have been provided covered California information and referred to an enrollment specialist

## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Students requesting a mental health appointment will receive an appt within 2 weeks – Fall 2015 waitlist is at 90% for an initial evaluation when a student has requested a mental health appointment.	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

- B. Discuss assessment results that indicate a need for improvement.**

Students identified on campus as serious distress or engaging in harmful or disruptive behaviors will be identified, assessed and provided a plan for intervention as needed. BIRT framework has been created, but we are still in need of a coordinator that tracks all student complaints and implements BIRT task force.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

N/A
-----

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A
-----

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)**

N/A

**F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?** YES  NO

**If yes, please explain.**

### Part Three: SLO/SAO Continuous Improvement Process

#### A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Changing mode of service delivery, implementing programs to meet student current health related barriers and trending health issues, changing of service hours

2. Have your assessment results shown a need for new/revised SLO/SAOs?    YES     NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	
<b>Estimated number of SAOs that will be written or revised:</b>	Two

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

Students identified on campus as serious distress or engaging in harmful or disruptive behaviors will be identified, assessed and provided a plan for intervention as needed.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	<b>N/A</b>
<b>Spring 2016</b>	<b>N/A</b>