

Name of Program	Division	Author(s)
Student Health & Wellness Center	Student Services	Dayna Cerruti-Barbero

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16

e.g., ESL PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

The Student Health & Wellness Center successfully completed three stated SAOs that developed out of the last program review cycle, in regards to the demand and benefit of the mental health services offered in the SHWC. This success was assessed through point of service surveys given to students at the end of their counseling term. The following were assessed and proven beneficial for students that received mental health counseling services: #1 LPC students that utilize mental health services improve academically by being better focused in a class assignment/project #2 LPC students that utilize the LPC mental health services improved academically by being better focused in class #3 LPC students that utilized the LPC mental health services earned a better course grade as a result of services #4 LPC student that utilized mental health counseling services has helped students succeed academically. Fall 2013 Student Satisfaction Survey Results students stated stress #1 health barrier.

2. Discuss changes made in how your program provides services based on assessment data.

	N/A
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3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

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4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

We expanded our mental health counseling hours to meet the demand of services, and also collaborated with our county partners to provide direct referrals.
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B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program x

Click here to enter text. SAO for the student health & wellness center were reviewed in September 2014. SAOs will be assessed now with Program Review process that was adopted in AY 2013-2014. Also, dialogue resulted from anecdotal interactions with students as well through point of service evaluations, Student satisfaction survey and in person customer service.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program x

Click here to enter text. Dialogue related to the assessment for the SAOs for Health Services has been ongoing between the director, all staff members and the Vice President of Student Services. Dialogue related to meeting program goals also happened with ValleyCare Health System and amongst College Health & Wellness professionals from other campuses
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3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

No Student data packet was provided for the Student Health & Wellness Program. The Fall 2012 Student Satisfaction Survey results Reveals that 21% of all students used the Health center, and 93% were "satisfied" or "very satisfied" with the services. 20% of students reported Health as a life challenge affecting their education. The health related barriers to academic success were also reported with the top three barriers being stress 51%, Sleep difficulties 37%, Depression/Anxiety/Seasonal Affect Disorder 23%. Student data is also collected from the SARS student data tracking system is also collected at the point of service to reflect the number of students served, and is used to improve office procedures in order to meet student need for services. Dialogue about all of this student data permeates all of the dialogue that the program has internally as well as college-wide. It can be found in the form of reports, emails, notes, and meeting minutes. Student data directly supports resource requests by showing that the program is growing, and is successful in meeting students' health needs. Student Data has helped us to identify the current health barriers affecting academic performance: such as Stress, Sleep, Depression, Anxiety, Seasonal Affect Disorder, Cold/Flu/Allergy Season, Drug Use, Alcohol Use. Student Data identified health related barriers. Student data reveals that increasing numbers of students are in need of obtaining mental health services. Results will be used to continue to keep the Student Health & Wellness program running smoothly despite human resources deficiencies, and to support correcting those deficiencies. It will also be used to improve the quality of the services currently provided by Student health & wellness services, such as stress management workshops. Student data will also provide direction for program development and ensure we are meeting our student's needs. The student data provides supporting evidence for increasing staffing hours, and program development. For example: the number of students requesting mental health services have exceeded the number of slots available. Therefore it supports an expansion of the program by hiring a second mental health intern. Other student data has guided our educational outreach targeting the health issues identified as health related barriers.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

N/A

C. Other information pertinent to the program

Addition of a 10 hour contracted MFT Intern was added Fall 2014

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

PROGRAM FUNDING: The student health fee was raised to \$17- semester beginning Fall 2013
Target #1: To adequately identify health factors affecting academic performance and develop a means to address these concerns.

Activities: Completed 2012 Fall Student Satisfaction Survey Section: Identified current Health related barriers for academic success.

Target #2: To support student's emotional wellbeing to strengthen their academic success.

Activites:

1. Funding: secured Measure A grant funds for three consecutive years Ay2010-2014 to support mental health program funding. (Total \$52,000)

2. Development of online mental health resource page for student & Staff and Faculty Fall 2013

- 3. Provided staff development opportunities for staff and faculty “gatekeeper training” Fall 2013
- 4. Mental health outreach on campus & mental health screening days AY 2010-Current
- 5. Mental Health Awareness – Reducing stigma presentation campus change network Spring 2012
- 6. Suicide prevention presentation Health 1 class instructor Donna Manning Fall 2013

Target #3: To fulfill college health federal/state mandates & improve documented compliance
Plan: To implement and document college health mandates and title V including Drug Free School act, AB1088 and Ca. Ed Code: Section 76403

Activities:

- a. Allocation of NP administration time/12 hours a week
- c. Fall Flu Pandemic Educational outreach- AY 2008-Current
- d. Spring Sexual Assault Awareness Outreach activities-completed AY 2010-Current

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

- 1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.
 - a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
 - change a website
 - use technology differently
 - update the way an orientation is presented

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- b. Have your program’s assessment results shown a need for new SAOs?
YES NO
If yes, for what service areas will your program write new SAOs?

The Student Health & Wellness Center will be writing 3 new SAOs for the program during this program review process. Student satisfaction surveys and point of assessments surveys will be utilized for both medical and mental health. The SAOs will continue to be related to program review goals.

- c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

100%

2. Curriculum (omitted – not applicable to non-instructional programs).
3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Expansion of mental health service hours by hiring additional marriage family therapist intern (MFT-Intern) 10 hours per week.

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.

Health Insurance Coverage initiative- 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 students, and minority students. And without health insurance, they risk medical or financial hardship that could prevent them from earning a college degree."

Objective I: To develop marketing tools to provide outreach for Covered California and health insurance options for uninsured students at LPC.

Objective II: To expand mental health program services to meet campus needs:

Expand Mental Health Intern Hours 10 hours a week

Offer Mental Health Stress Management workshop for Students

Crisis counselor Backup with Academic Counseling

Provide mental health training on campus for staff/faculty

LPC employee for Mental Health Supervision

Objective III: To coordinate behavioral Incident response team for LPC:

Develop campus protocols for student in distress

Form committee for BIRT at LPC

Develop BIRT webpage

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

N/A

2. Rationale for faculty position request(s).

N/A

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Supervisor Monthly	\$1200
MFT Senior Intern Monthly	\$2000
MFT Intern Monthly	\$250
MONTHLY TOTAL	\$3450
Jan – May Estimate	\$15,525
Recruitment Hours 20 Susan Hiraki hourly rate \$75	\$1500
TOTAL Expenditure	\$20,475
Measure A Grant	\$20,000
Difference	\$475 -

4. Rationale for classified staff position request(s).

Data results indicate that more and more students are requesting mental health & woman’s health services on the campus. Increased numbers also require increased administrative duties for the director of student services. In 2007-08, there were 162 student mental health visits at Las Positas . In 2012-2013 that number rose to 547. The total number of students served by our program for 2013-2014 has grown to a total of 11899 . These students are being served by a very limited staff

of medical professional staff.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

N/A

2. Rationale for financial request(s).

Click here to enter text.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

Click here to enter text.

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

Display monitor to disseminate health related information & activities , Furnish Office space to be utilized for MFT Intern (two club chairs, side table, coffee table)

2. Rationale for facilities request(s).

To disseminate health related information and resources to students
To accommodate the student demand and second MFT Intern

3. Request: Upgrading of existing equipment or purchase of new equipment.

Click here to enter text.

4. Rationale for equipment request(s).

Click here to enter text.

5. Request: new supplies

Click here to enter text.

6. Rationale for supplies request(s).

Click here to enter text.