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

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.

2. The planning should be for the academic year 2014-2015.

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 (*e.g*., Bio, math, EOPS)

4. 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.

5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.

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 co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.

8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

# STATEMENT OF PURPOSE:

* Review and reflect on the student experience, with the goals of assessing and improving
  + student learning and achievement
  + services for students
  + program effectiveness.
* Provide a forum for each program’s findings to be communicated to Administration
* Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
* Collect information that will contribute to institutional assessment and improvement.

# I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

|  |
| --- |
| The mission of the Las Positas Student Health and Wellness Center is to strengthen student learning, retention and success. This is facilitated by supporting the physical, emotional, and social well-being of students through accessible, high-quality, health services and activities. |

## The mission of Las Positas College is:

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals*.

(**NOTE:** this is the draft mission statement, currently under review.)

# Discuss how the program supports the college mission.

|  |
| --- |
| Click here to enter text.The Student Health & Wellness Center ensures that Las Positas College continues to be an institution that is inclusive, student-centered, and supportive of the educational goals of all students who choose to pursue those goals here. |

# II. PROGRAM ANALYSIS

## A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

**(Highlight the appropriate box to type in an X.)**

YES ☐ NO X

**If yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

|  |  |
| --- | --- |
| Course(s) | Reason for Revision |
| N/A | Click here to enter text. |
| N/A | Click here to enter text. |

1. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES ☐ NO X

**If yes,** please describe briefly what new curriculum is planned.

|  |
| --- |
| N/A |

## B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES X NO ☐

**If yes**, please describe briefly what new initiatives are planned.

|  |
| --- |
| Expansion of mental health services , Behavioral Incident Reponse Team (BIRT), Covered California Health Insurance outreach |

## C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

|  |  |  |
| --- | --- | --- |
| **Number of Courses Offered (AY 2011-12)** | **Number of Courses with SLOs (AY 2011-12)** | **Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)** |
| N/A | N/A | N/A |

1. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

|  |
| --- |
| SAO for the student health & wellness center were reviewed in May 2013. SAOs will be assessed now with Program Review process that was adopted in AY 2013-2014 |

1. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

|  |  |  |
| --- | --- | --- |
| **Number of degrees/certificates offered** | **Number of degrees/certificates with SLOs** | **Number of program level SLOs/SAOs** |
| N/A | N/A | Student Health and Wellness Services has completed 3 SAOs in elumen |

1. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program’s AY 2011-12 SLO/SAO data as an appendix.)

* 1. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator’s records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

|  |
| --- |
| 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. Also, dialogue resulted from anecdotal interactions with students as well through point of service evaluations, Student satisfaction survey and in person customer service. |

* 1. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

|  |
| --- |
| The Student Health & Wellness Center successfully completed three stated SAOs that developed out of the last program review cycle. This success was assessed through point of service surveys. For instance, SAO #1 states Students receiving mental health services will be able to identify how to access crisis support & community mental health resources after hours, " SAO #2 states Students are able to identify the SHWC as a FPACT provider SAO #3 states Students that utilize the SHWC services will be able to identify how to access campus and community sexual assault & prevention resources. |

* 1. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

|  |
| --- |
| N/A |

* 1. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e*. additional assessments or reassessment)?

|  |
| --- |
| The Student Health & Wellness Center will be writing 3 new SAOs for the program during this program review process. Assessments will continue related to program review goals. |

## D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).
   1. Please describe the program’s dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

|  |
| --- |
| 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. |

* 1. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

|  |
| --- |
| 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 current health barrier trends and educational outreach will be targeting the 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 be 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. |

* 1. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

|  |
| --- |
| 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. |

1. Enrollment Management **(Instructional programs only)**
2. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

|  |
| --- |
| Service Contract N/A |

1. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

|  |
| --- |
| N/A |

1. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

|  |
| --- |
| N/A |

## E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website: (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

|  |  |  |
| --- | --- | --- |
| **Total FTEF\*** | **FTEF from Full-Time Faculty\*** | **% FTEF from Full-Time Faculty \*\*** |
| N/A | N/A | N/A |

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Personnel** | **Number** | **Shared? With whom?**  **If shared, state % of time assigned to the program** | **No. of hrs/wk** | **No. of mo/yr** |
| full-time classified staff\* | 3 CONTRACT | 100% | 40HR/Wk; 32 HR/WK; 32 HR/WK | 10/yr |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| regular hourly classified staff\*\* |  |  |  |  |
|  |  |  |  |  |
| student assistants | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

1. Will human resources be adequate for the academic year 2014-15?

YES ☐ NO X

**If No**, briefly describe. Provide any data which support these needs.

|  |
| --- |
| 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 2013-2013 has grown to a total of 9547. These students are being served by a very limited staff of professional staff. |

1. Are there Staff Development needs for the academic year 2014-15?

YES X NO

**If yes**, elaborate. Provide any data which support these needs.

|  |
| --- |
| The Student Health & wellness center staff are required to constantly upgrade knowledge and skills to ensure they remain current with college health knowledge, as well as staying current with changing medical regulations and compliance issues, and their implementation. Also, staying current with our students’ current health trends and the updated with the innovative health educational development for our campus |

## F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO X

**If yes,** briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

|  |
| --- |
|  |

## G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES X NO ☐

**If yes**, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program’s growth, change in curriculum, ADA regulations, etc.)

|  |
| --- |
| Furnish Office space to be utilized for MFT Intern ( two club chairs, side table, coffee table) |

## H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES X☐ NO ☐

**If yes,** please briefly describe amount and general uses.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Measure A | $20,000 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | | | | | | | | Account | Account Title | Program | FY14/PD14 Adjusted Budget | FY14/PD14 Year to Date | FY14/PD14 Encumbrances | FY14/PD14 Available Balance | | 2380 | PROF EXPERTS/PROG LEADERS | 643000 | 0.00 | [6,663.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=2380&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=2380&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 6,663.00) | | 3320 | OASDHI OTHER CLASS EMPLOYEES | 643000 | 0.00 | [96.61](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3320&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3320&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 96.61) | | 3520 | SUI OTHER CLASS EMPLOYEES | 643000 | 0.00 | [3.33](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3520&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3520&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 3.33) | | 3620 | WCI OTHER CLASS EMPLOYEES | 643000 | 0.00 | [79.62](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3620&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3620&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 79.62) | | 3720 | ARS-CLASS OTHER | 643000 | 0.00 | [249.86](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3720&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=3720&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 249.86) | | 4320 | PROGRAM/OPERATING SUPPLIES | 643000 | 0.00 | [31.43](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=4320&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=4320&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 31.43) | | 5110 | PROFESSIONAL SERVICES | 643000 | 0.00 | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5110&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [210,157.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5110&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 210,157.00) | | 5301 | INSTITUTIONAL MEMBERSHIPS | 643000 | 0.00 | [150.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5301&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5301&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 150.00) | | 5540 | TELEPHONE SERVICE | 643000 | 0.00 | [32.25](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5540&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=643000&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5540&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | ( 32.25) | | 5887 | PROGRAM CONTINGENCIES | 679900 | 267,000.00 | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=679900&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5887&grnt=&skiprows=0&fcode=03&locn=&cmttype=&fspd=14&asof=30062014) | [0.00](https://bw6.clpccd.cc.ca.us/pls/OWA_PROD/bwfkrpxu.P_ReportE?coas=1&fund=373003&program=679900&inclrev=&atyp=&ftyp=&orgn=36700&actv=&refnumber=&acct=5887&grnt=&skiprows=0&fcode=04&locn=&cmttype=&fspd=14&asof=30062014) | 267,000.00 | | Report Total (of all records) | | | 267,000.00 | 7,306.10 | 210,157.00 | 49,536.90 | |

1. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES X NO ☐

**If yes**, briefly describe. Provide any data which support these needs.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MFT Intern, Expansion of MFT Intern Supervisor Hours   |  |  | | --- | --- | | 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 - | |

## I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

* Internal or external impacts on program
* (*e.g*., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
* Other internal or external data *(data not discussed above)*

|  |
| --- |
| Federal and State regulations and Health Insurance Initiatives, Contract with outside agencies, |

# III. SUMMARY

## A. Summarize objectives accomplished since the Program Review Update (2012)

**(The 2012 Academic Program Review Updates can be found on the Grapevine**

[**http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php**](http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php)

**(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)**

|  |
| --- |
| 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-Curent  d. Spring Sexual Assault Awareness Outreach activities-completed AY 2010-Current |

## B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

|  |
| --- |
| Hire part time NP 16 hours a week- No hire due to contract and budget |

## C. What are the objectives for the academic year 2014-15?

**(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)**

|  |
| --- |
| 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 |

## D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

**(This brief summary should capture the effects on students and the program if the needs are met or unmet.)**

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| --- |
| Many of the objectives of the Student Health & Wellness Center program reflect the current health needs and trends. The needs and health trends are continually assessed to ensure the services stay up to date and relevant to the current health needs of our students. |

**Continue to the next page to complete the form.**

# IV. PROGRAM EFFECTIVENESS PLAN

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank** | **Priority**  **1=essential 2=important**  **3=nice to have** | **Objective** | **SLO’s/SAO’s linked to objective** | **College goal(s) linked to objective‡** | **How will effectiveness be measured?** | **Category\*** | **Resources needed** | **Committee** |
| **1** | *1* | *To develop marketing tools to provide outreach for Covered California and health insurance options for uninsured students at LPC.* | *Uninsured students will be able to identify their health insurance options* |  | *Student point of service survey* *Statistical data evaluation & assessment* | *Human, financial* | *Marketing literature*  *Increased staffing hours 16hours RN/NP* | *Heath & Safety* |
| **2** | 2 | To expand mental health program services to meet campus needs: | Students requesting a mental health appointment will receive an appt within 2 weeks |  | Student point of service survey Statistical data evaluation & assessment | Human | 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 | Health & Safety |
| **3** | 2 | To coordinate behavioral Incident response team for LPC | 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. |  | Statistical data evaluation & assessment | Human, other | Grant CCC SMH | BIRT Health & Safety |
| **4** | Click here to enter text. | Click here to enter text. | Click here to enter text. |  | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **5** | Click here to enter text. | Click here to enter text. | Click here to enter text. |  | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

\*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.