

PROGRAM REVIEW Fall 2021

Program: Student Health and Wellness Center

Division: Student Services

Date: 09/27/2021

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.

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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Chill & Chat for Middle College	X		
2 Chill & Chat for Veterans	X		
3 Chill & Chat for Undocu/Dreamers	X		X
4 Behavioral Health Workshops		X	
5			
6			

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Challenges encountered during the 2020/2021 academic year included providing medical and mental health care for students while considering HIPAA, community resources and student awareness. The SHWC has updated their website with the clinic's hours and contact information. Electronic version of the Mental Health Intake Packet for Counseling was made available on website and a new Triage form was developed for verbal intake for Personal Counseling. In order to insure proper communication with students, the Health Center reached out to District PR to email flyers to students of outreach events. Faculty and staff were also notified via email of outreach events to post on their Canvas page. The 4 MFT (Trainees) were able to provide 1:1 counseling with their clients via Zoom or Telemedicine. Chill & Chat Support groups were provided	X		X

weekly/biweekly to support the Mental Health of the students during these challenging times. Since many students heard about our programs by flyers posted, notifying the students of our program was challenging during the 2020/2021 academic year.			
2			
3			
4			
5			
6			

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
------	-----	------------	------------	-----------

Behavioral Health Workshops. We plan on increasing the frequency (now 2X per month) of our Behavioral Health Workshop. These are workshops presented by both Community and LPC Professional Experts on topics such as: Sleep Anxiety/Depression on Academic Performance Domestic Violence Sexual Assault Awareness Healthy Relationships Suicide Awareness Anxiety During Finals Emotional Self Care During COVID Nutrition 211-County referrals /Disaster Prepare Presentation 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 • Regina Young: Student 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 and Behavioral Health Workshops, 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 Associate program (MFTI) 5 hours/week; Heike is also available for crisis and resource for Student Health Center.	X	X		
--	---	---	--	--

Increase Chill & Chat workshop groups. Currently the Student Health and Wellness Center offers Chill & Chat Support Groups to: Veterans General Student Body Middle College Dreamers/Undocumented Students. We plan to expand the groups by providing Chill & Chat support groups to: AAPI students LGBTQ students Afghan students to provide additional mental health and support to these students enhancing their academic performance.	X	X		X
• Three MFT Interns were hired to each work 25 hours/week as MFT Associate/Trainee providing 1:1 counseling to students. All MFT Trainees hosted 1 or 2 Chill & Chat groups weekly/biweekly. Chritine Ibarra, MFT Trainee Kirstin Herter, MFT Trainee Christine Klein, MFT Associate				

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
The Student Health and Wellness Center participates in the Health Safety Committee. While participating with the Health and Safety Committee, we are able to see what is happening on campus which might impact the student population and develop programs. We are able to discuss the needs seen on the campus and then develop our program accordingly.	Increase medical and mental health programs such as additional Behavioral Health workshops, Influenza vaccinations for faculty/staff and COVID vaccinations.
The Student Health and Wellness Center participates with BIRT, Behavioral Intervention Response Team. The BIRT	Increase in the number of Chill & Chat Support groups to support various ethnic groups.

committee, provides a pathway for faculty and staff to notify the committee of mental health and emotional needs of their students. We developed the Chill & Chat Support Groups in response to the needs of the student population as seen by faculty/staff and the general student body	
---	--

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn? Students reported finding out about our Chill & Chat support groups by Instructors (83%), friends (33%), and by MFT referral (16%).	
How will you use the feedback? Continue to advertise sending the flyer to professors to post on their Canvas page. We will continue to send to students via email and post flyers for those studnets on campus. Our MFT Trainees are aware of our Chill & Chat Support Group and behavioral Health workshop times and, they share with clients.	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

N/A

B. 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:](#)

- *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

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

N/A

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

N/A

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

N/A

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(3) Are you planning on revising your 3-year planning template? If so, describe.

____ YES ____ No

N/A

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- 1. As a result of education and outreach, students will increase their ability to access health care while attending Las Positas College.**
- 2. As a result of Chill & Chat Support Groups and Behavioral Health Workshops, student will report increased ability to handle stressful situations and their feelings.**

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). X N/A %

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

1. **Due to decrease student population on LPC campus during the 2020-2021 academic year, we saw a decrease in patient clinic flow for medical visits including STI testing, contraception consults and education. It is the hope that with the increase in students on campus in the coming year, we can increase patient flow by bringing back free access to some testing from community professional experts.**
2. **During the past academic year, we continued to see participation in 2 out of 3 Chill & Chat groups. Veterans, Dreamers/Undocu, and Middle College continue to be attended by students voicing their needs and concerns. The Chill & Chat for General Student Body saw a decrease in attendance while offered by Zoom rather than in person. If we are able to offer in person and Zoom groups in the coming academic year, it is the hope to increase attendance in all four Chill & chats while expanding the program to include groups for AAPI, Afghan and LGBTQ.**

(4) Describe the pertinent findings. What, if any, equity issues emerged?

During Chill & Chat Support Groups, students complete evaluations at completion of sessions. 83% say the Chill & Chat Support groups help them make progress toward personal goals and understand their problems/issues. 100% of those polled noted that as a result of their experience of Chill & Chat, they are more aware of diversity issues. 83% stated that Chill & Chat Support group helped them stay in school. 100% stated that due to participation in Chill & Chat support group, they have healthier relationships. Students reported finding out about our Chill & Chat support groups by Instructors (83%), friends (33%), and by MFT referral (16%).

(5) List changes that you plan on making to improve student learning.

We plan to offer more Chill & Chat groups to include other groups who feel that they need more support, emotional and mentally, which will therefore support them academically. We have been asked by Faculty/Staff to have groups for AAPI and Afghan populations during the 2020/2021 academic year, so they started in the Fall 2021. The LPC Student Government asked for a LGBTQ Chill & Chat Support Group, so one was started in October, 2021.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

As a result of decrease students on campus due to COVID pandemic, we saw a decrease in attendance. We will now offer LIVE CHAT sessions weekly, where students can attend a private Zoom with Nurse Practitioner for medical or Mental Health concerns. We will make referrals as needed to MFT Trainee for personal counseling needs.
We also implemented, for 2021/22 year, drop in sessions every week for Mental Health personal counseling. This gives the students the ability to ask for counseling and get counseling either by phone, Zoom or in person.
Once students are back on campus in the Spring 2022, we can make presentation in classes and specific groups which will increase student awareness.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising your 3-year planning template and, if so, describe?

I do not have plans to revise the 3 year SAO. We will continue to offer Mental Health programs by Zoom and in person depending on the student's preference.

(8) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____X____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

____YES ____X____No

Course Name & Number
N/A

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES ____X____No

Certificate or Degree
N/A

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____X__Not at this time

If yes, explain details, rationale, or any support that might be helpful

N/A

D. Does your program plan to create any new courses or programs this year?

____YES ____X__No

If yes, please provide details and the rationale

N/A

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

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.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

If not, what program improvements may be made to increase this metric?

N/A