

PROGRAM REVIEW Fall 2022

Program: Student Health Center

Division: Student Services

Date:

Writer(s):

SLO/SAO Point-Person:

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Chill & Chat for Middle College
2 Chill Chat for Veterans
3 Chill & Chat for Dreamers
4 Behavioral Health Workshops
5. The 4 MFT (Trainees) were able to provide 1:1 counseling with their clients via Zoom or in person counseling.
6 We were able to provide 79 students with 1:1 counseling for a total of 693 sessions for 2021/2022 AY.

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1.Chill & Chat for AAPI- no one attended despite advertisement. Since many students heard about our programs by flyers posted, notifying the students of our program was challenging during the 2021/2022 academic.

2. Chill & Chats for Afghan group- no one attended despite advertisement. Since many students heard about our programs by flyers posted, notifying the students of our program was challenging during the 2021/2022 academic.
3.
4.
5.
6.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

During the 2020-2022, we offered more virtual Behavioral Health Workshops, Chill & Chat Support groups, Live Chat and 1:1 Personal Counseling sessions. Students enjoyed the access of mental health programs without having to come on campus. We will continue with some form of all of the programs listed above, although more students are asking for in person 1:1 personal counseling than virtual right now. We will continue to listen to the needs of the students and offer both in person and virtual for counseling sessions, workshops and support groups.

We will also change some of Chill & Chat groups depending on interest and attendance. New Chill & Chat groups will be developed to meet the needs of the current enrollment of students. In addition to assigned 1:1 personal counseling, in-person and virtual, we will offer drop-in counseling 2X per week. This will offer students the ability to have more access to personal counseling.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

The Student Health Center focuses on providing health care and mental health counseling services to all students. Programs such as Chill & Chat Support Groups were designed to give students an outlet outside of classroom/lab to discuss stressful topics with their peers. New groups were formed when groups were noted in need. The goal of all groups is to support all students in need so that their educational goals and learning opportunities can be achieved and they become lifelong learners.

E. 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		X		X
Chill & Chat workshops		X		X
Drop-In personal counseling sessions	X			X
Behavioral Health Workshops. We increased the frequency (2X per month) of our Behavioral Health Workshop. These are workshops presented by both Community and LPC Professional Experts on topics such as: Impact of Depression and Anxiety on Academic Performance; Emotional Self Care; Sleep: All of Your Questions Answered; Domestic Violence/Intimate Partner Violence; Healthy Relationships; Anxiety and Finals; Nutrition for Health; De-Stress with Yoga and Tai Chi; 211-County referrals /Disaster Prepare Presentation; Mindfulness; Social Justice and Anxiety; Sexual Assault Awareness; Suicide Awareness. Medical Staff operated by Stanford Health Care Tri-Valley: • 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: LPC Behavioral Health Team • 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. 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, AAPI, Afghan and LGBTQ. We plan to expand the groups by providing Chill & Chat support groups to: Performing Arts group, once per month to support to these students enhancing their academic performance. • Four MFT Trainees were hired to each work 25 hours/week as MFT /Trainee providing 1:1 counseling to students. All MFT Trainees hosted 1 or 2 Chill & Chat group weekly/biweekly. Christine Ibarra, MFT Trainee; Kirstin Herter, MFT Trainee; Christine Klein, MFT Trainee; Pati Graves, MFT Trainee.				

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F. 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.	
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What did you learn?	Students have noted that they would like more access to mental health.
How will you use the feedback?	We have hired additional MFT Associates/Trainees to increase 1:1 personal counseling availability. We also added Drop-In personal counseling to allow students to access mental health support services to support their mental health.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
1. Barriers noted with use of Student Health Center include equal access and awareness of all services. During the Academic Year 2021-2022, many students wanted virtual access to mental health since they either could not come to campus or chose not to come to campus. 2. Since many students accessed classes virtually, awareness of mental and medical health programs and activities was barrier to access care.	1. We offered Behavioral Health Workshops, Chill and Chat Support Groups and 1:1 personal counseling virtually. This allowed students without the ability to come to campus the ability to access mental health support to support their academic performance. We also offered LIVE CHAT weekly which offered mental health and physical health access to all students. 2. Advertisements of the mental and medical health programs were emailed to faculty to post on their Canvas page. We also sent an email to district to notifications to students via email. Student Health Center web site was update frequently to keep information current.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>

- Course Set Standard Overview & Success Rates Dashboard can be found in the middle 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 are 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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)

- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

N/A

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

N/A

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

___Yes ___X___No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____X___NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ X _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 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 staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Students noted that 83.8% of the time they felt better about their problems after Chill & Chat sessions. 100% felt support during the Chill and Chat sessions. 100% of the students felt heard by the facilitator, MFT, after Chill & Chat session was completed. 83.3% of the students felt that Chill & Chat support groups helped them stay in school. When asked for a word to describe their feeling after Chill & Chat sessions: hope.

* If you used other sources of data, briefly explain below.

All of our data is from evaluations submitted by the students from the Chill & Chat Support Groups including: Dreamers, Middle College, Veterans, and LGBTQ.

4. List changes that you plan to improve outcomes in your service area.

The Student Health and Wellness Center plans to expand our Chill & Chat Groups to include Performing Arts. We will encourage AAPI and Afghan groups to participate with the General Student Body Chill & Chat group since attendance was poor. We also plan to start drop in personal counseling sessions to increase availability to all students two days a week, Tuesdays 2 pm-6 pm and Thursdays 9 am-1 pm. We will continue to offer 1:1 personal counseling sessions to all students for 6 free sessions with the opportunity to have additional sessions depending on waitlist and availability.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

No challenges noted with completion of SAO assessment process.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES _____ No

Course Name & Number
N/A

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ No

Certificate or Degree
N/A

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

N/A

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

N/A

E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number
N/A

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

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