

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: College of Alameda Health Services

Date: 9/28/2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

College or District Mission Statement:

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

The mission of Health Services in the Peralta Community College District is to further the equality of the educational opportunity and success for all students by providing access to health services which promote the physical, emotional, social and spiritual well-being of its students. This well-being contributes to the educational aim of our community colleges by promoting student retention and academic success.

Date of Last Comprehensive Program Review: 2014

Date of Comprehensive Program Review Validation:

	2. College Goals: (list the specific goal here _____).	Revised: _____ (date) Ongoing: _____ (date)	
Student Success and Student Equity	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes Continue Mental Health Services By 2013, a survey of student health will indicate whether fewer students require mental health counseling and treatment.	1. PCCD Strategic Goals (list the specific goal here __A-4____). 2. College Goals: (list the specific goal here _ 1. <u>Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</u>).	Completed: __5/31/13____ (date) Revised: __12/31/14____ (date) Ongoing: _____ (date)	Mental health services have not only continued, but expanded to meet the increasing student demand. The goal has changed to better assess the impact of mental health counseling on the students.

<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>Re-evaluate the need of a part time medical doctor and laboratory.</p> <p>By 2014, a survey of students will evaluate this need.</p>	<p>1. PCCD Strategic Goals (list the specific goal here __A-4____).</p> <p>2. College Goals: (list the specific goal here _</p> <p>1. <u>Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</u>).</p>	<p>Completed: <u>5/31/14</u>____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Student health assessments are completed every 2 years and it was determined that focusing on mental health was a higher priority. The campus has acquired a nurse and students are able to access medical services from a nurse practitioner at Laney College if needed.</p>
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III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Spring 2015: data is based on 46 students seen in scheduled mental health appointments

Gender	66% Female, 30% male, 4% Transgender
Race/Ethnicity	<p>20% were multiracial</p> <p>26% were African-American</p> <p>22% were Latino</p>

	<p>20% were Asian</p> <p>11% were white</p> <p>2% unidentified</p>
Age	<p>13%- Under age 18,</p> <p>48% clients between 18-25,</p> <p>19% clients between 26-30,</p> <p>6% clients between 31-40,</p> <p>6% clients between 41-50,</p> <p>6% clients over 50.</p>

Summer 2015: data is based on 17 students seen in scheduled mental health appointments

Gender	62% Female, 38% male, 0% Transgender
Race/Ethnicity	<p>38% African-American</p> <p>31% Asian/ Pacific Islander</p> <p>15% White</p> <p>8% Latino</p> <p>8% Multiracial</p>
Age	Under 18: 8%,

	18-25: 52%, 26-40: 20%, 40 and above: 20%
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Fall 2015: data is based on 62 students seen in scheduled mental health appointments

Gender	73% Female, 27% male, 0% Transgender
Race/Ethnicity	32% African-American 14% Asian/ Pacific Islander 18% White 16% Latino 16% Multiracial 4% Other.
Age	Under 18: 0%, 18-25: 59%, 26-40: 34%, 40 and above: 6%

Spring 2016: data is based on 83 students seen in scheduled mental health appointments

Gender	68% Female, 32% male
Race/Ethnicity	22% African-American 14% Asian/ Pacific Islander 14% White 18% Latino 20% Multiracial 12% Other
Age	Under 18: 6% 18-25: 50% 26-40: 36% 40 and above: 8%

Summer 2016: data is based on 12 students seen in scheduled mental health appointments

Gender	83% Female, 17% male
Race/Ethnicity	0% African American 25% Asian/ Pacific Islander 17% White 33% Latino

	17% Multiracial 8% Other
Age	Under 18: 0% 18-25: 43% 26-40: 57% 40 and above: 0%

Student demographic data varies significantly by semester depending on utilization of health services. Data on ethnicity shows that student utilization trends reflect the rates of the greater student population. Two populations identified in the equity program, African Americans and Latinos are represented at higher rates on average than in the general student population. Women outnumber men consistently in mental health appointments at a rate of 2:1, which is a common discrepancy seen across mental health utilization. Unfortunately data was not collected sexual orientation/identity, veteran status, foster youth status, or other special populations.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc.). **Comments about changes:**

N/A

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

- 308 mental health contacts in Spring 2015 semester.
- 26 students were seen by mental health counselors in the Summer 2015 semester with 52 contacts.
- 91 students were seen by mental health counselors in the Fall 2015 semester with 319 contacts.
- 124 students were seen by mental health counselors in the Spring 2016 semester with 451 contacts.
- 15 students were seen by mental health counselors in the Summer 2016 semester with 38 contacts.
- Students accessing mental health services have consistently reported that they would return the following semester. 94% in the Spring 2016 semester.

- Students accessing mental health services have consistently reported that the counseling they received had helped them with an issue that could have otherwise impacted their ability to succeed in school. 97% in the Spring 2016 Semester.
- Rates for students accessing medical assistance are not available. There was no nurse on campus over the last three years.

Other 2015-2016 student contacts:

- 267 students were seen for acupuncture or massage appointments Organized by District health services.
- Eye exam, over-the counter meds, supplies, etc.: 62 supplies received during encounters (many more supplies were utilized from the shelf outside my office.
- 77 referrals to the Peralta Wellness Center II at Laney College
- 61 referrals to Acupuncture/Massage
- Outreach to 45 classes and events reaching over 1590 students.
- The COA Health Services Coordinator promoted Kognito's interactive training modules to assist students and staff in addressing at-risk students or populations. 237 completed a training module over the 2015-16 school year.
- Worked with a student to run a weekly student wellness support group called Kings and Queens of the Roundtable Wellness Group. Over 400 (duplicated) students attended the groups.
- Collaborated with Kings and Queens of the Roundtable student club to hold open mic/spoken word events with over 70 attendees
- Held two flu shot clinics with support from the Health services Director, and Merritt and BCC nurses, providing 49 flu shots to COA students.
- Provided a suicide assessment presentation and training for DSPS– 7 staff attended.
- Health Services coordinator provided a presentation on responding to sexual assault and complying with Title IX, Clery Act, and SaVE Act regulations for over 40 faculty and staff on January 21st.

- Collaborated with College of Alameda’s Community Change and Urban Leadership to host a screening of “It Happened Here”, a film about sexual assault on college campuses. Health services provided information on sexual assault, the “Not Anymore” program, and held a question and answer session with Wendy Dutton from Highland Hospital’s Sexual Assault Center. Over 25 people attended.
- A wellness fair was held in both the Fall and Spring semesters with over 230 students attending.
- Held blood drives on March 17th and May 11th with the Red Cross and Blood Centers of the Pacific. 38 useable donations were obtained.
- Brought in Dr. Ramona Tascoe to present on health disparities in African American communities on February 24th. 35 students, faculty, and staff attended.
- Collaborated with campus life and student government to raise awareness about HIV, posting facts out on the quad and passing out 130 safer sex consent kits for world AIDS day.
- From November 17, 2015 through December 15, 2015, we had a Health Care Enrollment specialist who had 92 informational conversations with students and completed 4 Covered California and 6 Medi-Cal enrollments.
- Reinstated monthly HIV testing at COA through La Clinica, beginning March 14th 2016. 22 students were tested.
- Conducted stress management workshops on March 16th and April 6th for SSSP and EOPS/CalWorks programs. 22 students attended.
- Administered student health assessment surveys to 9 classes and assisted 5 additional teachers in administering the surveys to their students. Over 400 surveys were collected.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:
N/A

E. Other program specific data or unplanned events that reflect significant change in the program.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Health services does not have access to data to look at performance gaps of disproportionately impacted students. Students across the board have consistently stated that mental health services have assisted them in addressing issues that would otherwise negatively impact their ability to succeed in school (rates of 95-100%). Additionally, students completing surveys have consistently reported that they will be returning to school the following semester, transferring, or graduating (94-100%).

Unfortunately we do not have data for students accessing medical services at this time.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The vast majority of students accessing mental health services are living with a disability and are thus disproportionately impacted students. Additionally, African American and Latino/Hispanic students are often seen at rates higher than in the greater college population despite stigma around mental health services that is often attributed to these populations. Students utilizing mental health services consistently self-report very high retention rates and significant impact on academic success. Therefore, mental health services are a critically important part of addressing equity issues, especially for those living with disability.

Health services has been making outreach and scheduling focused activities to target special populations such as LGBTQ individuals and Veterans. These campaigns include promotion of Kognito online training for supporting veterans, LGBTQ students, and students with severe mental health needs. Health services has also placed a mental health counselor in the campus veteran's center and scheduled two workshops in the center. Health Services has provided LGBTQ training, both for faculty and staff as well as to students through workshops and classroom presentations.

Though we do not have data for students accessing medical services at this time, on-site medical care can be a great assistance for those living with disabilities as well as lower-income students and students that do not have easy access to other medical services.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
 - Health Services has hired a part time nurse to assist students with first-aid, medical assessment, referrals, and health education.
 - Health Services has hired a full time Health Services Coordinator to run campus health/mental health programs.
 - Health Services has begun utilizing graduate level interns and trainees to increase mental health capacity through partnership with other universities.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.
 - Hiring a campus nurse was in response to a requirement that health services provided at the time of the initiation of the student health fee collection be maintained. Additionally students completing the Peralta biennial student health surveys reported having interest in getting medical issues addressed and many students also reported not having health insurance.
 - Hiring a full time Health Services Coordinator with a mental health background was in response to Student health survey data, increasing student demand, and findings from student learning outcomes identifying that mental health services were successfully assisting with student success.
 - Expanding mental health services by utilizing partnerships with graduate programs was in response to Student health survey data, increasing student demand, and findings from student learning outcomes identifying that mental health services were successfully assisting with student success.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Health Services has been successful at meeting all program goals and student learning outcomes. All findings have exceeded the measure's target criteria. Current plans are to reevaluate overall goals to streamline the process and to include outcome measures related to medical services now that there is a campus nurse.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Health services members meet monthly across the district as a student wellness committee to discuss student needs and to ensure that program outcomes are reflective of student need. Additionally, student surveys are collected each semester, and biennial student health surveys are collected across the district. Discussion of assessment and program level outcomes can be found in the meeting minutes.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Health Services plans to continue to expand services to address identified student needs. One planned effort is to remodel the health services center to ensure that space is made for additional service provision, services are provided in a modern and welcoming environment, and that all health services are provided in one location that can address the complexities of identified student health needs. Additionally, new technology equipment will be purchased to streamline the student experience ensuring that students are seen efficiently and that data on student utilization and needs are being captured effectively.

Student Learning Outcomes Findings for 2015-16:

1. Healthier decisions

Students will be able to identify and utilize the necessary information, resources, and options available for them to make sound educational, emotional, and health-related lifelong decisions.

Measure 1. Healthier Choices

Details/Description of the Assessment Method (please identify current data sources): A survey will be distributed online to students who access health services

Criteria for Successful Performance: At least 80% of students will answer affirmatively to a question that they are able to make healthier educational, emotional, or health related choices after utilizing services.

When will you collect this information? Surveys will be sent out in December and May each year.

Who will be responsible for collecting this information? Health Services Coordinator.

Findings for Healthier Choices

Summary of Findings: 50/53 or 94% of students that completed surveys in December 2015 and May 2016 responded that that they are able to make healthier educational, emotional, or health related decisions after utilizing services.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue capturing data to assess service provision, trends, and to ensure quality work.

Measure 2: Resource identification

Details/Description of the Assessment Method (please identify current data sources): Students attending annual wellness fairs will complete forms that identify wellness resources.

Criteria for Successful Performance: At least 80% of students who attend will be able to identify 4 or 5 new wellness resources.

When will you collect this information?: At wellness fair events

Who will be responsible for collecting this information?: Health Services Coordinator

Findings for Resource identification

Summary of Findings: Of 135 students that completed forms while participating in the wellness fairs, 130 were able to identify 5 new wellness resources. 3 student identified 4 wellness resources, and 2 students identified fewer than 4.

96% of students were able to identify 5 resources.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue capturing data after providing wellness services and events to ensure that students are benefiting from the activities.

2. Improved coping

Students will be able to identify and utilize healthier coping skills and strategies for maintaining wellness, managing stress, managing anger, or meeting personal goals.

Measure 3: Improved coping

Details/Description of the Assessment Method (please identify current data sources): Students that have accessed wellness services will complete online surveys in December and May each year.

Criteria for Successful Performance: At least 80% of students will respond affirmatively to a question asking if they feel that they are better able to cope with problems.

When will you collect this information? December and May of each year.

Who will be responsible for collecting this information?: Health Services Coordinator

Findings for Improved Coping

Summary of Findings: 49/53 or 92% of students that completed surveys in September 2015 and May 2016 responded that that they are that they are better able to cope with problems after utilizing services.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue capturing data to assess service provision, trends, and to ensure quality work.

Measure 4: Problem Management

Details/Description of the Assessment Method (please identify current data sources): Students that attend campus wellness workshops/classes such as anger/stress management will complete surveys assessing student learning.

Criteria for Successful Performance: At least 80% of students will identify that they have learned to respond to or better manage stress, anger, or other wellness issues.

When will you collect this information? Immediately after campus events. Data will be reported in December and May each year.

Who will be responsible for collecting this information? Health Services Coordinator.

Findings for problem management

Summary of Findings: 20/22 students, or 91% reported that they had learned to how to respond to or better maintain their well-being, or manage stress or anger after attending related workshops.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Presentations and workshops have been well received and are a good collaboration with other departments. Continue providing wellness workshops when requested and obtain evaluation forms.

Reflections/Notes: Evaluation forms may be easier to utilize if they are simplified to capture needed data only.

Measure 5: Progress toward goals

Details/Description of the Assessment Method (please identify current data sources): Students that access mental health services will be asked to complete feedback forms after each counseling session.

Criteria for Successful Performance: At least 80% of students will report that their session was "Very Helpful" "Helpful" or "A little Helpful" with the student's life goals.

When will you collect this information? Throughout the school year. Data will be analyzed in December and May each year.

Who will be responsible for collecting this information?: Health Services Coordinator

Findings for Progress toward goals

Summary of Findings: 139 student feedback forms were collected during the Fall and Spring semesters. 111 students reported that the session was “very helpful”, 23 students reported that the session was “helpful”, 5 students reported that the session was “a little helpful”, and 0 students reported that the session was “not helpful”.

100% percent of students reported that their session was "Very Helpful" "Helpful" or "A little Helpful" with the student's life goals.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue collecting feedback after counseling sessions to ensure that students are benefiting.

VI. Additional Questions

A. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

Student satisfaction surveys have consistently shown that students value health services and that accessing the services have helped them to succeed in school.

Summary of 2015-16 survey feedback

Mental Health Satisfaction/feedback forms: N=63 Spring / N=78 Fall / Combined N=141

- Of 141 brief anonymous feedback forms 139 or 99% of clients reported that the session had helped with a problem that could have otherwise impacted the student’s ability to succeed in school.
- When asked if the session was helpful in meeting the client’s goals: 112 students reported that the session was “very helpful”, 23 students reported that the session was “helpful”, 5 students reported that the session was “a little helpful”, and 0 students reported that the session was “not helpful”.

- When asked how they would rate their counselor: 131 students rated their counselor as “very good”, 7 rated their counselor as “good”, 3 rated their counselors as “fair” and 0 rated their counselor as “poor”.

Mental Health Online Survey results: N=34 Spring 2016 / N=19 Fall 2015 / Combined N=53

- **Overall how would you rate College of Alameda Mental Health Services on a scale of 1-5 with 5 being excellent?**
46 students ranked us as a 5 (Excellent), 6 students ranked us a 4, One student left the field blank. No students ranked us below 4.

Average rating of 4.8 out of 5.
- **How would you rate your counselor on a scale from 1-5 with 1 being poor and 5 being excellent?**
47 students ranked their counselor as a 5 (Excellent), 6 students ranked them 4, No students ranked their counselor below 4.

Average rating of 4.9 out of 5.
- **Did seeing a mental health counselor help you to work through problems that could have otherwise negatively impacted your ability to stay in school or your academic performance?**
51 out of 53 or 96% of students said Yes.
- **Will you be continuing as a student at College of Alameda or any Peralta campus?**
49 out of 53 said “Yes”, 2 said they are graduating or transferring, 1 student said “No” and one student said “Maybe”.

96% of students reported that they will be continuing, graduating, or transferring.
- **Do you feel that you are better able to cope with problems after participating in counseling?**
49 out of 53 or 92% said yes
- **Do you feel that you are able to make healthier educational, emotional, or health related choices after participating in counseling?**
50 out of 53 or 94% said “Yes”

- **Would you recommend College of Alameda Mental Health services to other students?**
53 out of 53 or 100% said “Yes”

- Briefly describe any changes that have impacted the work of your unit.

Health Services has acquired a part time nurse and will now need to ensure that there are measures in place to demonstrate the impact of the campus nurse.

Health Services has been expanding capacity on campus to meet student need and will require additional space and resources in the future to maintain capacity.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
1x Part time program assistant or program specialist	Not in Program review from 2012, but requested in 2015 APU.	<p>1. Healthier decisions Students will be able to identify and utilize the necessary information, resources, and options available for them to make sound educational, emotional, and health-related lifelong decisions.</p> <p>2. Improved coping Students will be able to identify and utilize healthier coping skills and</p>	yes	Having a part time program assistant or program specialist would help to ensure that the clinic’s front desk is always staffed to assist students. They would assist with scheduling clients and planning campus	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community	A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success

		strategies for maintaining wellness, managing stress, managing anger, or meeting personal goals.		health activities that contribute to student wellness.	resources, and civil engagement.	and equity plans at each campus.
1x part time mental health counselor	No	<p>1. Healthier decisions Students will be able to identify and utilize the necessary information, resources, and options available for them to make sound educational, emotional, and health-related lifelong decisions.</p> <p>2. Improved coping Students will be able to identify and utilize healthier coping skills and strategies for maintaining wellness, managing stress, managing anger, or meeting personal goals.</p>	yes	Students have consistently reported that mental health counseling has increased their retention rates and academic performance. Ensuring capacity to meet student needs will help to manage student's life stressors and aid in academic performance and students preparation for continuing with school	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
N/A						

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- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Remodel of health services to integrate all services and create an inviting health center.	No	<p>1. Healthier decisions Students will be able to identify and utilize the necessary information, resources, and options available for them to make sound educational, emotional, and health-related lifelong decisions.</p> <p>2. Improved coping Students will be able to identify and utilize healthier coping skills and strategies for maintaining wellness, managing stress, managing anger, or meeting personal goals.</p>	Yes	Providing a space where students are more likely to feel welcomed and access services will assist in the management of students' life stressors and contribute to retention and improved performance.	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal
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	Program Review?					(A, B, C, D, or E) (list the goal)
N/A						

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION


The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

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2. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
 3. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
 4. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
 5. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
 6. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>

B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

Referenced information:

HAPPYS (Health Assessment Planning Pathways Yielding Success) Survey Results: N= 1,407 for the district (this is a very brief summary of the report, more details can be requested)

College:	Top five areas of need:
BCC (N= 210)	Weight management Stress management Finances Loneliness Communicating
Merritt (N=265)	Stress management Weight management Finances Depression Home life (issues)
COA (N= 444)	Weight management Stress management Finances Mental health Dental and general health check ups
Laney (N= 488)	Stress management Weight management Finances Depression



	communication
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Interesting to note....the difference in the percentage of students that were identified as “high risk for health issue (which could impact their academic performance and success) and the self-report of “poor health” (which also can have an affect on academic performance):

Colleges:	At Risk % when surveys were tallied:	Student self-identified level of poor health:
Merritt:	21%	3%
COA:	16%	2%
Laney:	17%	2.4%
BCC:	30%	1.42%

Mental Health Services Spring 2016 Survey Summary

Overall how would you rate College of Alameda Mental Health Services on a scale of 1-5?

Poor: 1	0	0%
2	0	0%
3	0	0%



4 **4** 12.1%

Excellent: 5 **29** 87.9%

Which counselor did you see?

Evan Schloss **7** 20.6%

Maggie Orona **14** 41.2%

Hilary Altman **5** 14.7%

Kara McCafferty **8** 23.5%

How would you rate your counselor on a scale from 1-5?

Poor: 1 **0** 0%

2 **0** 0%

3 **0** 0%

4 **4** 11.8%

Excellent: 5 **30** 88.2%

Why did you decide to give your therapist the above rating?

- She's amazing at what she does. at first I was iffy only because it was my first time with therapy and now that I've had some time with her I feel understood and that she knows me and knows how to talk me.
- Very cool and really listens and gets into what you're talking about.
- Evan was really kind and supportive. He helped me to get through a really tough time.
- She's helped me with lots of things & has taught me a lot. I've learned a lot about myself & communicating with others. She's smart, professional & obviously cares about helping her patients.
- With Maggie's help, I have been able to cope with my stress in a healthy way. I feel incredibly comfortable with her and feel like she really cares about helping me and understands me (which has been an issue with previous therapists). Her insight has been invaluable and I would recommend her services to anyone having a hard time.
- She's easy to talk to and makes me feel at ease and helps me to sort through my thoughts and emotions. Just wonderful.
- Kara has helped me incredibly well over the last half of year! She has helped me deal with many things I knew were effecting me and some that I had no clue. I feel like I have grown mentally and emotionally from my time with her. The only bad part of my graduating this semester, is that I won't have her to lean on after this. My heart breaks and I'm a bit nervous to not have her as a part of my life. I have huge trust issues and finding someone who so perfectly fits in with me is going to be a big challenge in my future. Also having to start from the beginning is going to suck! I miss her more now already....., waaaaa. She is amazing and I wish her the best in her future. I ask that the Peralta system gives her the highest of recommendations, when that time comes, please!!!
- Because my therapist really took the time to understand my problems and mentally and emotionally support me in any way that she could.
- Gladiators, you know what I mean!
- I couldn't have made it without him.
- She's very understanding and takes time to help out.
- Evan really made me feel comfortable. He helped me to feel less stressed and I'm feeling happier.
- She is pretty great. I think it's just me getting used to the whole therapy thing still.
- She is very caring and understanding, and she opens me up to new perspectives without being too judgmental.
- Because she has great listening skills and gave me insightful input on the topics we discussed.
- Maggie is a great listener. She gives me lots of tools and strategies to help me through my day to day issues and is very understanding.
- 🤔😊😬🙄😏😏
- She's AWESOME at what she does!
- He really helped me to figure out how to turn things around for myself.
- Because she listened to what I said and was able to help me determine what my problems and issues were. She also gave me a number of clear and simple steps to follow in order to lessen these issues, which with time resulted in real solutions to my problems and I'm very thankful for that.

- She's attentive, compassionate, and nonjudgmental. Kara also is very observant and restrains from making evaluation too early.
- He was very understanding and compassionate.
- She was so helpful!
- I've really learned a lot about myself in counseling. Kara was so helpful.

Did seeing a mental health counselor help you to work through problems that could have otherwise negatively impacted your ability to stay in school or your academic performance?

Yes **33** 97.1%

No **1** 2.9%

Will you be continuing as a student at College of Alameda or any Peralta campus?

yes **30** 88.2%

No **1** 2.9%

No, because I am about to transfer or graduate this semester! **2** 5.9%

Other **1** 2.9%

Do you feel that you are better able to cope with problems after participating in counseling?

Yes **30** 88.2%

No 4 11.8%

Do you feel that you are able to make healthier educational, emotional, or health related choices after participating in counseling?

Yes 31 91.2%

No 3 8.8%

Would you recommend College of Alameda Mental Health services to other students?

Yes 34 100%

No 0 0%

Do you have any ideas for groups or workshops that you would like to see on campus in the future?

- I'm not sure if it was just with Kara's schedule; but I would recommend more days and someone going around to the classrooms to advocate for the services. I'd say at least twice through the semester. I have advised several of my classmates to take advantage of the help this does give to us!
- No not at the moment.
- N/A
- Maybe a group for depression
- Mental health acceptance/combating stigma groups/workshops Dance Film Global poverty and hunger alleviation Music Students coming together to support each other facilitated by staff Group therapy opportunities Meditation (Mindfulness) and relaxation Sleeping Hygiene Coping Skills Exercise clubs
- Maybe group sessions on popular topics and discussions like self-love, moving on from the past, relationships, and etcetera.

- Women support groups and Students with children support groups. I feel there are a lot of students here going to school and have children and need other students with children to support each other and know they can make it through school and they are not alone.
- Tai Chi/Yoga class Mindfulness meditation group Life coach
- Daughters Grieving their Mothers Support Group is in progress.
- No.
- None

Do you have any other comments or suggestions for improvement?

- Just comments. Being part of the alameda campus has benefited me a lot. I'm not the most unusual person to run into but I have a great counselor that recommend me into therapy & now a great therapist that helps me and informs me with things on campus & I just feel lucky being part of it.
- Thanks for this great service!
- If you need someone to help go around to the classrooms in the fall semester. I will come back to help out with that when I am free.
- no not at the moment
- N/A
- No. Everything was great.
- I thinking adding more groups and workshops as those I mentioned above. I like the idea of group therapy where we can all sit and talk and relate together would be nice
- No, it's great!
- 🖱
- Nope.
- No, thank you.
- Thank you!

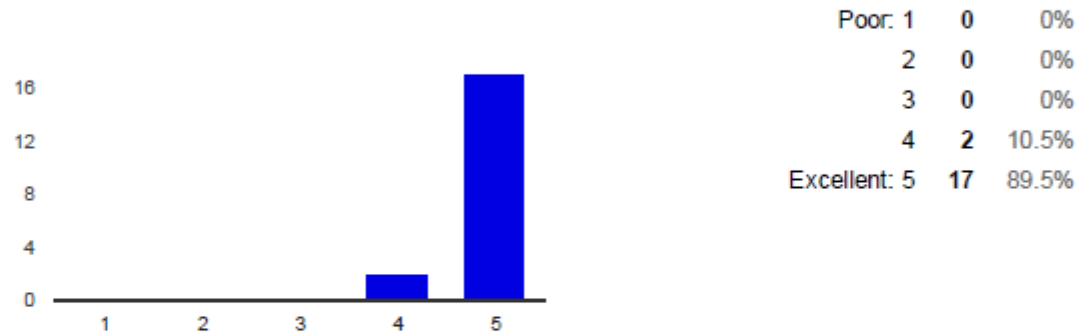
Mental Health Services Fall 2015 Survey Summary

19 responses

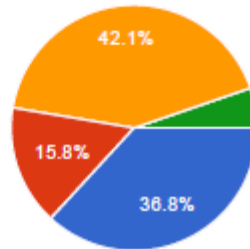
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Summary

Overall how would you rate College of Alameda Mental Health Services on a scale of 1-5?

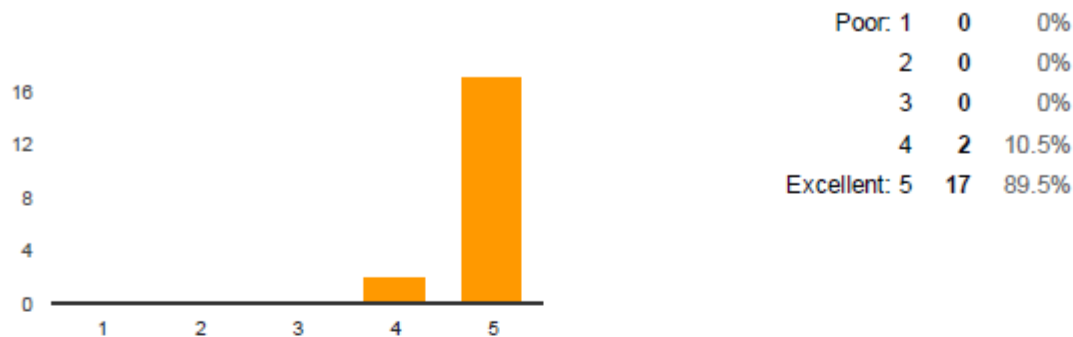


Which counselor did you see?



Evan Schloss	7	36.8%
Maggie Orona	3	15.8%
Hilary Altman	8	42.1%
Kara McCafferty	1	5.3%

How would you rate your counselor on a scale from 1-5?



Why did you decide to give your therapist the above rating?

She was really helpful with her positive insight and was really easy to talk to.

She's an excellent listener who has helped me sort and make sense of the issues that I'm currently going through.

She was very wise and understanding. She didn't try to make my problems bigger than they were but took them very realistically. She helped me see truth in my situation and admit hurt that I was ignoring. She also helped me to appreciate how much potential I had. I really enjoyed my conversations with her and left them more self aware and thoughtful.

I felt really supported and I am feeling much better.

She really listens to what you have to say, helps you with certain situations you are going through, and recommend things that may help you in the future and what is going on now in your life.

She is a great listener and encourages you.

She listens and she is passionate about what she does.

Evan was really supportive and helped me to get control over my anxiety.

Good listener, helpful suggestions on improving myself and life, kind nature

Maggie is very patient and very helpful with lot's of suggestions. The compassion she shows and concern meant a lot. I would love to see her again next semester.

Their listening and the feedback they gave me. Overalls helped me think things out and helped me figure out my ultimate decision.

Maggie is very nice and she is somebody I would like to continue to be a client as

He helped me through a really tough time.

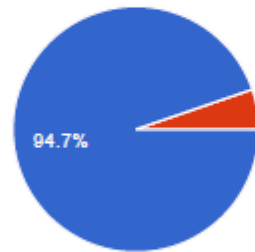
She wasn't a cheesy/cliche therapist with the advice she gave. Very helpful!

Because he listens and understands the issues. He is both supportive and rational.

She is the most calming therapist I've ever seen. Genuinely listens and gives great feedback to help

She supported me in my therapeutic goals of practicing more Mindfulness, applying for higher education and envisioning a healthy intimate relationship. She introduced new areas of service I had not considered before and I feel like I have a strong framework which will puts me on the path to a better sense of self and strength.

Did seeing a mental health counselor help you to work through problems that could have otherwise negatively impacted your ability to stay in school or your academic performance?



Yes	18	94.7%
No	1	5.3%

Will you be continuing as a student at College of Alameda or any Peralta campus?



	No	0	0%
No, because I am about to transfer or graduate this semester!	0	0	0%
	Other	0	0%

Do you feel that you are better able to cope with problems after participating in counseling?



Yes	19	100%
No	0	0%

Do you feel that you are able to make healthier educational, emotional, or health related choices after participating in counseling?



Yes	19	100%
No	0	0%

Would you recommend College of Alameda Mental Health services to other students?

Yes	19	100%
No	0	0%



What you would like to see on campus in the future?

not at this time

Support groups for women, anger management and domestic violence.

N/A at the moment.

Maybe meetup groups for people that have similar problems. Such as Anxiety, that are Anti-Social, etc.

Yes. I would like to see a friends group on COA campus in the future.

N/A

Do you have any other comments or suggestions for improvement?

I appreciate the service provided for myself while in school.

Nope.

I would like to improve my skills for appropriate etiquette about contacting friends, i.e.: not calling, texting, and emailing too frequently, how much would be appropriate without overwhelming people.

if people have certain situations that get worse, or they feel they need advice, or just need someone to talk too. They should get some therapy it really helps.

not at this time

Thank you!!!

Not at this time.

N/A