

Q21. Welcome to COA's new, online portal for completing your Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu. You may also contact Dean Cook or Dean Lee for additional support. Thank you!

Q1. Please select the discipline, department or program:

Health Services ▼

Q2. Please provide the name of the persons on the program review team participating in the Program Review process:

Evan Schloss, Ranjeet Rajan

Q3. College of Alameda Mission Statement:

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

College of Alameda Student Services Mission Statement:

College of Alameda Student Services is committed to guiding, empowering, and inspiring students to achieve their academic, career and personal goals through a student centered and caring approach.

Please provide your department or unit purpose statement in the box below. Also please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission statement.

College of Alameda is committed to furthering 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.

Health Services aligns with the greater college mission statement as it provides services that address barriers to equal access and ability to complete courses.

Q100. **Organizational Chart:** Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.



[org chart.PNG](#)

33.5KB

image/png

Q101.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and

how these relationships support the department, program or unit to meet its goals.

Health Services engages and works with many other departments and programs at College of Alameda. Most of these contacts are to ensure that students are well informed about the health services available to them. COA Health Services is dependent on funding from the district health services funding collected by the student health fees. We work closely with the Director of Health Services to ensure that our services are funded and are consistent with the services at the other Peralta schools. There is no guaranteed annual funding through the district and we rely on time consuming budget transfers, which can make budgeting a challenge as well as ensuring consistent staffing. Health Services also works closely with the office of student activities and SSSP to develop and promote wellness workshops.

Q102.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

Health Services is bound by both FERPA and HIPAA, which demands a higher level of confidentiality and makes pulling data on student demographics and success more difficult. Additionally, the shifting political climate and changes to federal laws such as the threatened removal of DACA seem to have an impact on student mental health and create shifts in the demand for services.

Q104. Please attach student demographic data (number served by gender, age, ethnicity, foster youth status (current or former), veterans status (current or former) and students with disabilities. The data should be for the last three years and reflect an analysis of the percentage change from Year 1 to Year 3. Much of this data can be found in the [Data Dashboards](#) on the Program Review home page. Please contact Interim [Dean Engel](#) for supplemental data.

[Demographic data 3 yrs for Program Review.docx](#)

16.2KB

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Q106. Using the data attached or entered above, please briefly explain the changes in students served by your department or unit over the past three years.

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 COA equity report, African Americans and Latinos are represented at higher rates on average than in the general student population. Women outnumber men consistently in 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. We are working on processes to collect this data. The vast majority of students seen in mental health qualify as having disabilities. We are looking into ways to capture additional data as the current information does not capture international students, refugees, or certain other students that are facing life challenges and challenges in accessing health services.

Q24. ASSESSMENT

Q20. Please attach the [TaskStream](#) "At a Glance" report, if applicable, for your department, program or administrative unit. Please review the "At a Glance" reports and answer the following questions:

[2016-17 overview.pdf](#)

583.3KB

application/pdf

Q14. How does your department, program, or unit ensure that students are aware of the learning or service area outcomes?

Provide in writing at first contact

- Post on the program website
- Post on department bulletin board
- Other (please describe)

Q19. Where are the program level outcomes and/or service area outcomes published?

- Program or Service Area Website (please provide link)
- Bulletin boards near Program or Service Area
- Course Catalog
- Other (please specify)

Q22. Briefly describe at least three of the **most significant changes/improvements** your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcomes and/or service area outcome and assessment cycle (year) for each example.

Significant change or improvement #1:

Outcome: 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.  
 -Improved coping 2014-15, 2015-16 and 2016-17  
 -Progress toward goals 2014-15, 2015-16 and 2016-17

Outcome: 3. Increased persistence and equity  
 Services provided in health services will address barriers to student academic success and improve student retention rates.  
 -All measures 2016-17

The high level of student demand, satisfaction, and demonstrated effects on student coping, progress, and persistence for mental health services demonstrated the need for additional quality mental health clinicians. Health Services reached out to local graduate counseling psychology programs and developed affiliation agreements to create access to a larger pool of mental health interns and trainees. Over the last few years, Health Services has been able to dramatically expand the amount of mental health services provided to COA students and we are looking to continue expansion.

Significant change or improvement #2:

Outcome: 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.  
 -Health and Wellness Event Satisfaction 2016-17

Student surveys of wellness events demonstrated consistently high levels of satisfaction. This along with the high demand for services encouraged Health Services to develop a series of regularly scheduled wellness workshops that are now integrated into the campus student activities calendars and promoted widely. In this way we have been able to address the needs of the larger campus audience, rather than focusing only on individual needs. Health services is providing over 15 wellness workshops and events just in the Fall semester of 2017 alone.

(Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of [TaskStream](#) for the findings discussed above, if applicable.

[Status Report 16-17.pdf](#)  
 440.3KB

Q26. Briefly describe three of the **most significant examples** of plans for program level and/or service area improvements for the next three years as a result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome for each example.

Plan 1:

Top priority for COA Health Services is to continue to expand the availability of services for students. We are working to continue to expand our pool of mental health interns and to recruit additional interns as soon as office space is identified as there is an active waitlist of students seeking mental health services. This could also be supported by hiring a part time mental health counselor. We are also looking into expanding our other services such as acupuncture through affiliation agreements with nursing and/or other agencies that can provide low cost services or by hiring a part time nurse practitioner who can expand the level of medical care that we can provide.

Outcome: 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.  
-Improved coping 2014-15, 2015-16 and 2016-17  
-Progress toward goals 2014-15, 2015-16 and 2016-17

Outcome: 3. Increased persistence and equity  
Services provided in health services will address barriers to student academic success and improve student retention rates.  
-All measures 2016-17

The other top goal of Health Services is to solidify the budget and amount of staffing for the campus each year to ensure consistent service provision and to free up further time for service provision instead of planning and coordinating.

Outcome: 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.  
-Improved coping  
-Progress toward goals

Outcome: 3. Increased persistence and equity  
Services provided in health services will address barriers to student academic success and improve student retention rates.  
-All measures

Plan 2:

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of [Taskstream](#) for each example discussed above, if applicable.

[Action Planning 16-17.pdf](#)

462.8KB

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Q29. Describe your department, program or service area's participation in assessment of COA's institutional level outcomes (ILOs).

Health Services assessment measures are part of the assessment of the following ILOs

**Problem Solving and Decision Making**  
Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.

**Interpersonal Skills**  
Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

**Civic Responsibility**  
Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.



Q30. How are your program or service area outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from TaskStream, if applicable.

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.

This Outcome measures the following ILOs:  
Problem Solving and Decision Making  
Interpersonal Skills  
Civic Responsibility

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.

This Outcome measures the following ILOs:  
Problem Solving and Decision Making  
Interpersonal Skills  
Civic Responsibility

3. Increased persistence and equity link opens in new window  
Services provided in health services will address barriers to student academic success and improve student retention rates.

This Outcome measures the following ILOs:  
Problem Solving and Decision Making  
Civic Responsibility

Q95. Please attach the "Goal Alignment Summary" from TaskStream, if applicable.

[Goal Alignment Summary 17-18.pdf](#)

97.1KB

application/pdf

Q107. What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

The Health Services Coordinator works with the Campus Nurse as well as mental health interns and the District Health Services team to identify useful measures as well as action planning based on the results.

Q108. 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 department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Health Services regularly solicits feedback forms after utilization of all services and workshops. Health Services also provides follow up surveys at the end of each semester. Additionally, we measure student overall wellness through campus-wide surveys that are completed every two years.

Overwhelmingly students report that they are very satisfied and that the services provided helped them to accomplish their goals, finish their classes, and persist from year to year. Below is an example of survey data from Spring 2017

Mental Health Satisfaction/feedback forms: N=65

• Of 65 brief anonymous feedback forms 65 or 100% of clients reported that the service helped them to stay in class and finish their courses.

• When asked if the session was helpful in meeting the client's goals: 49 students reported that the session was "very helpful", 15 students reported that the session was "helpful", 1 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: 53 students rated their counselor as "very good", 8 rated their counselor as "good", 2 rated their counselors as fair and 0 rated their counselor as poor.

Comments:

Crystal: I've had 3 sessions, but I genuinely feel better about myself and where I am w/ my life after meeting w/ Crystal.

Hilary: No perfect!

Crystal: crystal is a good counselor, she gave me useful advice.

Crystal: Explore and learn more of your respective career.

Crystal: please make sure to hire crystal again.

Mei-Hua: everything went well

Hilary Altman: Love her!

Mei: Keep Mei, she's amazing!

Hilary: Love her!

Mei: She's great!

Crystal: She's Excellent

Hilary: Thanks for Everything

Nursing Satisfaction/feedback forms: N=6

- Of 6 brief anonymous feedback forms 5 or 80% of clients reported that the service helped them to stay in class and finish their courses.
- When asked if they were satisfied: 5 students reported that they were "very satisfied", 1 students reported that they were "Satisfied", 0 students reported that they were "Neutral", 0 students reported that they were "Dissatisfied", and 0 students reported that they were "Very Dissatisfied".
- When asked about the ease of scheduling an appointment: 6 students rated their scheduling experience as "very easy", 0 rated their experience as "Easy", 0 rated their experience as "Not Easy" and 0 rated their scheduling experience as "N/A".

Comments:

Nurse: Nothing to improve- the nurse was very helpful and resourceful

Doctor Satisfaction/feedback forms: Note- The medical Doctor worked for only 1 day and did not return after receiving negative feedback from students and coworkers.

N=2

- Of 2 brief anonymous feedback forms 1 or 50% of clients reported that the service helped them to stay in class and finish their courses.
- When asked if they were satisfied: 0 students reported that they were "very satisfied", 0 students reported that they were "Satisfied", 0 students reported that they were "Neutral", 1 students reported that they were "Dissatisfied", and 1 students reported that they were "Very Dissatisfied".
- When asked about the ease of scheduling an appointment: 1 students rated their scheduling experience as "very easy", 1 rated their experience as "Easy", 0 rated their experience as "Not Easy" and 0 rated their scheduling experience as "N/A".

Comments:

Doctor: Very dismissive of medical issues. No bedside manner.

Doctor: Dr. Needs to not make or answer personal calls during appointments and not to order patients to sit on exam table, and not to make assumptions of patients condition/personality

Acupuncture Satisfaction/feedback forms: N=21

- Of 8 brief anonymous feedback forms 8 or 80% of clients reported that the service helped them to stay in class and finish their courses. Early versions of this form did not ask this question, which is why there is a discrepancy in numbers.
- When asked if they were satisfied: 18 students reported that they were "very satisfied", 3 students reported that they were "Satisfied", 0 students reported that they were "Neutral", 0 students reported that they were "Dissatisfied", and 0 students reported that they were "Very Dissatisfied".
- When asked about the ease of scheduling an appointment: 15 students rated their scheduling experience as "very easy", 5 rated their experience as "Easy", 0 rated their experience as "Not Easy" and 1 rated their scheduling experience as "N/A".

Comments:

Acupuncture: Allow more time 40 minutes instead of 30 would be better for patient/and acupuncturist

Acupuncture: very professional and caring

Acupuncture: Easier way to book an apt. online system didn't work for me.

Acupuncture: longer sessions/ Herbal consultations

Acupuncture: longer sessions/ regular consultations

Acupuncture: I was wondering if you guys can have more days instead of only Wednesdays. She's very skilled and friendly

Acupuncture: Please have more sessions available! The massage was very helpful in relieving stress and this great service for learning about self-care.

Acupuncture: Everything was perfect. I love it.

Acupuncture: Just more info on acupuncture and what it does and how it works.

Mental Health End of Semester Online Survey results

Overall how would you rate College of Alameda Mental Health Services on a scale of 1-5? 5 being excellent and 1 being poor.

1 0

2 0

3 0

4 1

5 20

Which counselor did you see? 21 responses

Evan Schloss 4

Maggie Orona 3

Hilary Altman 7

Crystal Ayop 4

Mei Gee 3

How would you rate your counselor on a scale from 1-5? 5 being excellent and 1 being poor.

21 responses

1 0

2 0

3 0

4 0

5 21

Why did you decide to give your therapist the above rating? 14 responses

He's great

She was always very attentive and caring. Made me feel very comfortable speaking to her about anything.

cause

She really supported me and helped me work through my problems.

because he is patient

She helped a lot

She was excellent

Very insightful

Because she has been very helpful in giving me tools to cope with my anxiety

I couldn't have finished this semester without her.

She really helped

I have learned so much about myself from seeing her.

She actually provides actionable concrete help (CBT)!

Maggie is the perfect fit for me- if I hadn't have pursued Mental health at Peralta, I would still be bouncing around between therapists. I

really feel like I have made huge steps of progress with Maggie

Did seeing a mental health counselor help you to stay in your classes and finish your courses? 21 responses

Yes 20

No 0

Other 1

Will you be continuing as a student at College of Alameda or any Peralta campus? 21 responses

yes 17

No 0

No, because I am about to transfer or graduate this semester 4

Other 0

Do you feel that you are better able to cope with problems after participating in counseling? 21 responses

Yes 21

No 0

Do you feel that you are able to make healthier educational, emotional, or health related choices after participating in counseling? 21 responses

Yes 21

No 0

Would you recommend College of Alameda Mental Health services to other students? 21 responses

Yes 21

No 0

Do you have any ideas for groups or workshops that you would like to see on campus in the future? 6 responses

No

No

N/A

not that I can think of

Maybe a group to meet people.

Do you have any other comments or suggestions for improvement? 6 responses

No. Things were great.

N/A

nope

Thank you!

No. Just keep providing this service!

If I could add an exclamation point to my "yes" answers, I would! Thank you for having this service. It has made the difference between mental health and breakdowns for me.

Nursing End of Semester Online Survey results

Overall how would you rate College of Alameda Nursing Services on a scale of 1-5? 5 being excellent and 1 being poor.

3 responses

1 0

2 0

3 0

4 0

5 3

How would you rate your nurse on a scale from 1-5? 5 being excellent and 1 being poor.

3 responses

1 0

2 0

3 0

4 0

5 3

Did nursing services help you to stay in your classes and finish your courses? 3 responses

Yes 3

No 0

Other 0

Why did you decide to give your nurse the above rating? 1 response

Ranjet is really good person and College of Alameda will not be able to find someone like him

Will you be continuing as a student at College of Alameda or any Peralta campus? 3 responses

yes 3

No 0

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

Other 0

Do you feel that you are able to make healthier educational, emotional, or health related choices after visiting with the nurse? 3 responses

Yes 3

No 0

Would you recommend College of Alameda nursing services to other students? 3 responses

Yes 2

No 1

Are there any services that you would like to see us provide in the future? 1 response

longer message not only for 30 min. She doesn't do a good message.

Do you have any other comments or suggestions for improvement? 0 responses

No responses yet for this question.

Workshop Evaluations

Title of Workshop How satisfied were you with this event? What did you enjoy about the event? What would you like us to do differently?

2.16.17 Mental Health Short Films and Discussion 4 It had pizza and it talks about sources about mental illness. Nothing

5 Learning and being educated Have more events

5 I enjoyed speaking and hearing stories! Get more people involved

4 The discussion of important topics. No comment

5 The movie discussions.

5 I liked the safe space that was provided and being able to see that others are experiencing the same thing. Nothing



5 Possibly explain each disability challenge  
 5 Panels and the diversity in films Keep going!  
 5  
 5 It was very informative. Nothing

2.9.17 Self-Care Workshop 5 The breathing exercise None  
 5 Wonderful No  
 4 bring able to meditate, learning what's important to my own needs.  
 5 Understand self care Just fine

2.21.17 Working through Challenges in Parenting 5 Being able to talk to other parents. To hopefully get the word out and build a bigger group.  
 5  
 5 Manger Everything was fine.  
 5 The information given real thoughtful  
 5 The community it created.

3.6.17 Tobacco, Social Justice, and Art 4 Learning how tobacco affects the younger communities especially the younger adults nicotine is addictive. Nothing  
 4 Its very informative  
 How tobacco affects youth.  
 5 The important effects of smoking Nothing  
 4 Models N/A  
 5  
 4 I learned new info Maybe a short video would be interesting or a song related to the topic.  
 5 I enjoy learning Tobacco ads show make people become addicted to smoking  
 Tobacco Be direct and

3.7.17 Understanding Eating Disorders 5 I enjoyed learning the different side effects and culture aspects of eating disorders N/A  
 4 It gave me clear information on disorders and what I can do to help prevent/ help people recover from disorders Maybe a microphone b/c there was a lot of noise coming from upstairs.  
 5 The power point I would have like to hear from someone that had a eating disorder.  
 5 I lean about eating disorder event  
 3 I enjoyed the relaxed atmosphere in the room and the calming voice of the speaker. I would like you to turn the mic up. I couldn't hear the presentation very well.  
 5  
 4 Information Nothing  
 4  
 3 Good story telling. She is defensive and has shallow tone in her voice. Music upstairs was too loud. If in the future music is being played more to clam.  
 5 Informative N/A  
 2 This called tip helping a friend or loves one with an eating disorder is healthy. The differently is meet Jill Rodgers Quayle  
 5 The event was full usable information. N/A

3.13.17 Tai Chi 5 Everything Nothing  
 5 Tai Chi More class  
 4 Being able to learn Tai Chi More of these events  
 5 The relaxing part Yogo  
 5 I enjoy doing strength exercise  
 3 I enjoy a event too. I like a Tai Chi

3.28.17 Preventing and Managing Diabetes 4  
 5 I enjoy learn diabetes to come off of it is very important  
 5 It gives me more knowledge of diabetes Good so far  
 5 The info Nothing  
 4 The information  
 3 Food, socializing More privacy

4.5.17 LGBTQ Community Understanding 4 Slides/ Video Add in more cultural conversation as brought up by last student question  
 5 How resourceful it was  
 5 Nothing  
 5 The workshop was very inclusive. I felt very accepted. Workshop could be longer!

Q109. How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

We measure program effectiveness through regular solicitation of student feedback through feedback forms and surveys. Additionally we obtain anecdotal feedback from others in the campus community. We have heard nothing but consistent praise from both the students, faculty, and staff.

We also look at service utilization and submit service utilization and feedback reports every semester.

Q112. Does your department, program or service area provide Student Success & Support Program (SSSP) services?

- Yes
- No

Q111. Please provide the following information about these specific SSSP services, as applicable, for students in your program over the past three years:

|   | Year 1                | Year 2                | Year 3                |
|---|-----------------------|-----------------------|-----------------------|
| # of student that completed orientation         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #of students that completed assessment          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| # of completed Student Educational Plans (SEPs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| # of Abbreviated versus Comprehensive SEPs      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Total # of follow-up services                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| # of Early Alert referrals                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q113. What has your department, program or service area done over the last 2-3 years to improve SSSP services?

Health Services provides regular workshops to support student success. We obtain student demographics and feedback with support of Student Activities.

Q114. What is your department, program or service area planning to do over then next 3 years improve SSSP services?

Health Services will continue to provides regular workshops to support student success. We will continue to obtain student demographics and feedback with support of Student Activities.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

|                             | Enter numbers |
|-----------------------------|---------------|
| Full-time faculty headcount | 1             |
| Part-time faculty headcount | 1             |

|  |   |
|--|---|
| Total FTEF faculty for the discipline, department or program |   |
| Full-time/part-time faculty ratio                            | 1 |
| Classified staff headcount                                   |   |
| Administrative staff   |   |
| Other (please specify)                                       |   |

Q72. What are your key **staffing** needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, data on the number or type of serviced provided, survey results, and/or other factors.

Health Services needs to at a minimum continue with current staffing levels. These levels allow for continued provision of services at levels that meet the wellness needs of most campus students. Ideally Health Services would have an additional part time mental health counselor to expand service provision hours and capacity, which will reduce students need to wait for urgent services. Additionally, the demand for mental health services at COA has continued to grow over the past three years and is expected to continue to grow. Health Services would also benefit from a part time Nurse Practitioner (1 day per week) to allow for prescription of medication and lab work to be provided. Finally, Health Services would benefit from a part time staff assistant who could assist with initial intakes and referrals, data entry, wellness workshops, flyers and outreach activities, as well as purchasing and supply ordering.

Q115. Attach any materials related to support your staffing requests described above here.

[Compilation of semester reports 2015-17.docx](#)

91.1KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q71. Describe your current utilization of facilities and equipment.

Currently Health services occupies two locations within the F-building Student Center. Health services has an office for the health services coordinator (F-105A), an exam room/office for the campus nurse (F-105B), and two offices in F-116 adjoined by a receptionist/waiting room. The offices in F-116 are shared spaces utilized by mental health counseling, acupuncture/massage therapy, and HIV testing.

Q73. What are your key **technological** needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Health Services has most of the technology that it needs currently. We could benefit from an updated laptop computer as well as a few tablets. Our current laptop computer is slow and loses its charge quickly. The laptop is used regularly for campus wellness workshops. Tablet computers could be used to automate some of our feedback form collection.

Q116. Attach any supporting documents for your request for additional technological support **here**.

Q74. What are your key **facilities** needs for the next three years? Why? Please provide evidence to support your request such as



assessment data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Many of the services that we provide are limited by the spaces that we have available. For example, our offices in F-116 are shared spaces utilized by mental health counseling, acupuncture/massage therapy, and HIV testing. Because these spaces are used most of the time it limits the amounts of services that we can provide to students. Health services would greatly benefit from an additional office for mental health counseling. With this additional space we would be able to see more students and reduce the amount of students that get wait-listed. We would also benefit from a group room for workshops.

Currently Health Services has nearly \$400,000 available for facilities to expand and/or renovate our spaces. Previously we had proposed a renovation of part of the F-building to integrate all of our services in one area and to ensure there was enough room for services to meet student demand. We were told that the renovations would be too costly and were encouraged to find additional space elsewhere. Health Services would benefit greatly from having a unified Health Services Center that is updated and capable of meeting our needs. This could be done by incorporating our space into planned construction projects or potentially by building a portable. In the meantime the use of an additional office space near our current offices would be helpful to address our needs.

Attached is a plan for health services developed in 2016 for possible renovations.

Q117. Attach any supporting documentation for your facilities requests here.

[Health Services Plan.pdf](#)

828.9KB

application/pdf

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's [Program Review webpage](#) - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

[Prior-Year-Resource-Utilization-Self-Evaluation-Template 2017.xlsx](#)

21.6KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

[Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary 2017.xlsx](#)

11.4KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

Health Services Faculty participate on the COA Health and Safety Committee, equity committee, the PRIEC committee, in the District Wellness Team Meetings, and District Mental Health Team Meetings. We also regularly attend/provide campus professional development presentations. Health Services Faculty have also assisted with the development of new curricula, and the development and implementation of campus responses to alcohol and drugs, and sexual assault.



Q78. Please list the committees that full-time employees participate in.

|             |                                      |
|-------------|--------------------------------------|
| Committee 1 | COA Health and Safety Committee      |
| Committee 2 | District Wellness Team Meetings      |
| Committee 3 | District Mental Health Team Meetings |
| Committee 4 |                                      |
| Committee 5 |                                      |
| Committee 6 |                                      |
| Committee 7 |                                      |
| Committee 8 |                                      |

Q79. Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

Health Services was instrumental in developing affiliation agreements with Argosy University, the Wright Institute, and University of San Francisco. Each semester Health Services holds an on campus wellness fair that brings in over twenty community organizations to connect with the students. Health services works with community providers who come to the campus to provide HIV testing, acupuncture/massage therapy, and other services and workshops.

Q80. Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental training, discussions, and decision-making.

The campus nurse is an integral part of planning and decision making for each semester. He is especially important in developing plans for campus nursing and medical services. He attends District Wellness Team meetings and Health and Safety Meetings when possible. He is also working on developing new programs with the college president. Core member of the curriculum committee, and selected for the MDLAP leadership program by Chancellor for the year 2017-1018.

Q81. PROFESSIONAL DEVELOPMENT

Q83. Please describe the professional development needs of your department, program or administrative unit.

Department faculty need professional development in order to stay current with the trends and best practices in our fields. It is required for the faculty to maintain their licenses. Those is generally done through outside workshops, training, and courses. All members of Health Services can also benefit from regular cultural humility training to ensure that we are providing culturally competent practices.

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

|   |   |
|---|---|
| Activities that help individuals stay current with their job responsibilities | 1 |
| Cultural sensitivity  | 2 |
| Mentoring   | 3 |
| Use of online resources   | 4 |
| Use of technology   | 5 |
| Other (please specify) <input type="text"/>                                   | 6 |

Q86. DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the department, program, or unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs). As applicable, your goals should include a minimum of one each for: Support Services, Assessment (of SAOs or AUOs), Student Success and Student Equity, Student Success, Professional Development, Community, Institutional and Professional Engagement and Partnerships.

1. Increase the ability to see more students in mental health counseling, nursing and acupuncture/massage.  
To serve as many students as possible, and make health services accessible to all PCCD students.
2. Identify additional facilities space or work toward renovation of health services spaces.  
To increase privacy and comfort for students, and practitioners to work freely.
3. Update or maintain Service Area Outcomes annually and meet or exceed all Service Area Outcomes measures for Health Services.  
To ensure health equity and accessible services.
4. Provide student success workshops related to wellness and health education regularly in each semester and maintain consistently satisfactory student evaluations of workshops.  
To ensure relevant and appropriate content topics are presented for the issues faces by students.
5. Assess for success at providing culturally sensitive services to students.  
To provide a non-judgmental and equitable health service environment.
6. Ensure that all practitioners maintain their currency in their respective fields through professional development and maintain their licenses.  
To ensure that all staff are current and up-to-date in their area of expertise.
7. Maintain or expand healthy partnerships with college physicians/nurse practitioner, community physicians, community organizations and graduate programs that provide mental health trainees and interns and/or facilitate access to Medicaid/Medical and the State Health Insurance Program to help families and students enroll in appropriate health insurance.  
To ensure that students are served in variety of ways that the community is able to provide and serve.
8. Explore additional sources of funding to supplement current budget.  
To ensure that staffing is appropriate and adequate for the number of students seen.

Q89. On your [Program Review](#) webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here. **PLEASE NOTE: Once you go to the next section, you are done and your form will be locked. Only proceed when you have reviewed everything and you are ready to submit!**

[Copy of Integrated-Goal-Setting-Template.xlsx](#)

15.8KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

The information you have submitted will be reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps.

Location Data

Location: [\(37.773498535156, -122.27880096436\)](#)

Source: *GeoIP* Estimation

