

1. Executive Summary

- A. Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. (200 Word Limit)**

The Wellness Center

The Wellness Center consists of 3 individual student support programs: The Disability Resource Center (DRC), the Personal Counseling Center (PCC) and the Health Center.

Disability Resource Center

The Disability Resource Center (DRC) supports Canada College students who have documented disability(ies) as they progress towards their education goal(s). The DRC is an academic support service for enrolled students and is aligned with the College Educational Master Plan in the areas of retention, persistence and completion. From the 2014-2015 academic year to the 2016-2017 academic year the DRC has grown from 315 to 395 total students.

Personal Counseling Center (formerly Psychological Services)

The Personal Counseling Center (PCC) supports Cañada College students by providing personal counseling, crisis intervention and management, educational workshops relevant to student success, outreach and community referrals. The PCC is aligned with the College Educational Master Plan in the areas of retention, persistence and completion. Demand for personal counseling at Cañada College has never been higher.

Health Center

The Health Center supports students by providing comprehensive health services on campus and referrals to community resources. The Cañada Health Center supports the Educational Master Plan with focus on data driven strategies in conjunction with implementation of health measures that support student success, retention, and persistence. There is a growing demand from the student population from 2016-2017 with a 9% increase since 2016. In 2017, there were 859 total student and staff encounters.

2. Program Context

- A. How does your program align with the college's mission? If your program has a mission statement, include it here.**

Disability Resource Center

The mission of the DRC is to ensure educational access so that students with disabilities have every reasonable opportunity to meet their educational goals, to provide educational support so that students with disabilities can demonstrate their skills, and to create a learning environment in which students with disabilities may become independent, interdependent and integrated in our global community.

The vision of the DRC is to provide disability resources and support services for students as defined by Federal and State law and regulation, and to maintain a quality level of these resources and support services to meet both the "letter" and "intent" of each law and regulation.

Personal Counseling Center

The mission of the PCC is to provide personal support and counseling to enrolled students at Cañada College. Aligned with the college's mission, the Personal Counseling Center team assists students in identifying the roadblocks that hinder their academic success. Through personal counseling, students are able to gain awareness of their personal challenges and work towards making changes necessary to prevent these challenges from negatively impacting their academic success. The Personal Counseling Center provides students with tools to discover and develop their strengths, values, interests and abilities. Our services help empower students to take control of all aspects of their lives, often resulting in improved academic performance and emotional well-being.

The vision of the Personal Counseling Center is to provide comprehensive services (e.g. Individual counseling, workshops, outreach, and community referrals) to all Cañada College students regardless of socioeconomic status, cultural background, age, sexual orientation, and disabilities. In addition, our vision is to provide training and education in the form of workshops, seminars, meeting presentations, to faculty and staff in order to increase awareness of student needs and issues. This includes crisis intervention and suicide prevention.

Health Center

The mission of Cañada Health Center is to support academic achievement by providing quality health services tailored to the student population and academic setting. The mission of the health center correlates strongly with the college's mission statement of achieving academic goals while supporting a diverse group of students. The health center offers a convenient low/no cost option for students to help eliminate barriers and foster an environment of equality and accessibility. Availability of health services to ALL students demonstrates that the college values: autonomy, individual rights, and support for overall health regardless of age, race, background, gender, sexual orientation, or economic status. A healthy and empowered student is more likely to achieve academic goals.

The vision of the Health Center is to provide quality health services based on quantitative and qualitative data while cultivating and growing community/campus partnerships.

B. Program Description

Disability Resource Center

The DRC provides students with documented disabilities academic support and reasonable accommodations as defined by state and Federal law. Services are provided to students with a wide range of disabilities and are determined on the basis of supporting medical, psychological or learning disability documentation. The services provided include but are not limited to: academic advising, developing accommodation plans, assistive technology training and support, alternate media text conversion, counseling, in class interpreter services, test proctoring, educational assistance classes, and more.

Personal Counseling Center

The Personal Counseling Center (PCC) at Cañada College believes that a successful college experience requires, as its foundation, a sense of emotional well-being. To this end, we offer a safe and trusting environment to facilitate mental health care by providing supportive psychotherapy for registered students at no charge.

The Health Center

The Health Center provides healthcare services ranging from basic first aid to a complete doctor's visit with prescription medications and blood work available for all Cañada students. Prevention and supportive health services such as birth control, immunization and tuberculosis testing is also available for students with some services offered to staff at no cost. The Health Center engages in campus outreach with flu shot clinics, health fairs, availability of educational information/sessions, and community referrals.

C. Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

Disability Resource Center

As required by Title V the DRC has at least one annual meeting of our community advisory board which consists of disability stakeholders in the community. Beginning in the 16-17 year, Skyline, College of San Mateo, and Cañada College teamed up to host the advisory board meetings as a district. Current advisory board members are from San Mateo CID, Job Train, as well as students and representatives from each college's Disability Resource Center. Additionally, Max Hartman, the Director of the DRC until December 31st 2017, is a board member of the San Mateo County Mental Health Association. The DRC Director regularly attends Region 3 DSPS Directors meetings and the DRC LD Specialist is active in the Region 3 Learning Disability Specialists group.

Personal Counseling Center

The PCC maintains close connections with community providers of free and low cost personal counseling services in San Mateo County. The PCC partnered with San Mateo County Mental Health to provide Mental Health First Aid training to the campus community. Many students need services beyond what the PCC provides and we maintain connections with community resources, centers and hospitals.

Health Center

The Cañada students and community are experiencing an insurance concern due to legislative action. Many students have medical or limited insurance that prevents them from seeking and receiving healthcare from a community health provider. Many community health providers will not accept new patients who are insured through medical because of monetary reimbursement and navigating the bureaucracy. The end result is a health care “gap” in which community referrals are limited and students have difficulty receiving health care within the community in a timely or effective manner. The health care gap results in the Health Center being a primary care provider and providing for students in a manner that the center is not equipped to handle (long term psychotherapy medications/higher acuity of care medical conditions/after hours-extended hours). Title V is also a concern, and requires staff to meet medical qualifications of licensure and certification. This specialized skill set (doctor, nurse, and nurse practitioner) is difficult to maintain due to the competitive compensation that is offered in the community and other colleges. In addition, more staff and staffing hours are needed as the health center grows and services the increased student demand.

3. Looking Back

A. Major Accomplishments- Describe major accomplishments

The Wellness Center

During the Fall 2017 semester The Wellness Center entrance was updated to reflect a more professional look. The Cañada College marketing team helped develop integrated logos for all three programs associated with the Wellness Center and included them in the redesign of the center’s front entrance.

In November 2017, DRC/PCC Director Max Hartman, accepted a position as Dean of Counseling at Cañada College. The Wellness Center is currently seeking to hire a replacement interim DRC/PCC Director by late March 2018. In addition, the Health Center Director Sara Wojsko occupies a shared position between Cañada and College of San Mateo that will be reorganized in the best interest of the respective campuses. The reorganization and respective individuals for each position is expected to be completed by the end of March 2018.

Disability Resource Center

The DRC continues to grow. From the 2014-2015 academic year to the 2016-2017 academic year the DRC has grown from 315 to 395 total students.

During the fall 2015 hiring process the DRC as approved to hire a full time 10-month IA II position to support the ongoing need for Alternate Media Production and Assistive Technology training. Celeste Kidd was hired and began working in this position in August 2016.

In spring 2017 all three DRC programs in the San Mateo County Community College District received approval to purchase a paperless file management system, Clockwork.

Implementation is scheduled to begin on the “backend” during the spring 2018 semester with the plan of going fully live by fall 2018. This system will allow the DRC to become "paperless" while continuing to comply with all state and federal regulations and additionally allow for better communication and information sharing with our sister colleges within the district. This software will also allow for better communication between the three DRC programs in the district and for a more streamlined process for students to request services and communicate directly with their professors about their accommodation related need.

During the fall 2017 the DRC began to offer it's first suite of Educational Assistance Classes in nearly a decade. These classes included:

- DSKL 822 Study Smart Skills taught by Professor Jenna French. This is a 1 unit class designed to help students with disabilities to improve their study skills by learning reading, writing, and math student strategies.
- DSKL 827 Assistive Computer Technology: Smartpen taught by Professor Judy Lariviere. This is a .5 unit class designed to help students with disabilities to better use the Livescribe Echo Pen to assist with note taking.
- DSKL 829 Assistive Computer Technology: Text-to-Speech, also taught by Professor Judy Lariviere. This is a .5 unit class designed to help students with disabilities to better us the Kurzweil program to assist with reading.

As part of the plan to transition to a Wellness Center Director the DRC received support from the college to increase adjunct academic counseling hours from 12 hours a week to 30 hours per week for the spring 2018 semester.

The DRC has successfully completed all regularly scheduled state audits during this cycle with zero findings.

Personal Counseling Center

Ahead of the spring 2016 center Psychological Services changed their program name to the Personal Counseling Center (PCC).

During the Spring 2016 semester, a committee was formed to hire for the new full-time faculty position in the Personal Counseling Center. Gena Rhodes, Ph.D., was hired for the full time faculty position and began in Fall 2016. This was in addition to the part-time adjunct personal counselor, Maria Quinones, LCSW. This change allowed for a more comprehensive and cohesive PCC and an increase in number of interns and hours available for student appointments. In addition, Dr. Rhodes has been able to join the campus community in many new and active ways. This increased outreach and availability has enhanced familiarity of the PCC services and thus resulted in improved student service.

In Fall 2017, Gena Rhodes was trained in safeTALK, an suicide awareness and intervention program that is recognized world-wide for quality. Dr. Rhodes gave the first on campus training to faculty and staff in January 2018. This program will be offered bi-annually going forward.

Health Center

In 2017, the Health Center experienced the retirement of the Health Services Director, Sharon Bartel, and Chief Medical Officer, Dr. Nichols. The Health Center is proud to report the hiring of a new Director, Sara Wojsko, and clinic doctor, Dr. Serrato, to continue the great work set forth by these individuals. A re-organization is currently in progress to re-design the staffing roles for functionality and efficiency.

The Health Center is currently working closely with college resources to encourage knowledge of services offered as well as initiating an integrated approach to health care in student life.

The electronic medical record (EMR) is a valuable asset for health services and has many options to expand for user accessibility. Current efforts are underway to utilize the “student portal” function on the EMR that would enable students to make and cancel their own appointment and view lab work by May 2018.

The Health Center continues to maintain the comprehensive health services at the same standard of care offered at a community clinic.

Student surveys have indicated a need for increased health center hours, and options are being considered to extend or supplement existing hours. Community resources (Urgent Care) will be vital in this role when the college is closed or on holiday.

A medication, supply, and resource reconciliation is in development. Prescription medication reconciliation is partially underway to assess and implement a historical tracking basis for ordering. The goal of reconciliation is to eliminate waste and encourage thoughtful expenditure. This reconciliation will examine each section staffing, supply, and generalized organization structure to assess and research best practice and determine areas for process improvement. Anticipated time of completion with implemented changes is 2020 and will loosely follow the guidelines for Sigma Six tailored to the Health Center.

B. Impact of Resource Allocations- Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Disability Resource Center

The part time IA II position approved for the spring 2016 semester has allowed the alternate media office to better keep up with the demand for instructional materials in an alternate format. The Alternate Media office has been able to purchase additional pens with the support of equity dollars to offer smart pen accommodations to more authorized students.

The increase to a 30 hour a week DRC counselor for the spring 2018 semester has allowed the office to continue to meet the demand for accommodation counseling while the program is in the process of hiring a new DRC Director.

Personal Counseling Center

The hiring of a full time personal counseling faculty member has allowed for improved services to students as well as faculty and staff. We have been able to increase our number of interns and service hours for students as well as increase campus outreach.

Health Center

The Health Center Staffing is temporary and contract based, which can result in lack of coverage, limited health services, and limitation to hours of operation. Student surveys have indicated a request for increase hours of operation as well as a need for increased Health Center student awareness. A permanent Health Center employee would provide stability, continuity, and time management necessary to address the student concerns and requests.

4. Current State of the Program

a. State of the program observation.

Disability Resource Center

From the 2014-2015 academic year to the 2016-2017 academic year the Cañada DRC is the 12th fastest growing DSPS categorically funded program the California Community College System by percentage. The DRC has been able to maintain a high level of quality services to an increased number of students in major part to the continued support from fund 1, Equity, and SSSP dollars. This financial support has allowed the DRC to offer increased accommodation counseling hours.

While our growth has resulted in some increase in our categorical allocation,, it is not clear if this trend will continue once the new allocation formula takes full effect. While it has always been the intent of the Chancellor's Office for DSPS funded programs to receive additional financial support from fund 1 and other categoricals, the Cañada DRC would like to become more self sufficient. Changes in the DSPS allocation rules to reward districts that generously support DSPS categoricals with fund 1 dollars should help in this area, but we will have to wait and see.

At of the time of this writing the DRC is in the process of hiring a new director to replace Max Hartman who accepted a position as Dean of Counseling. The new director will be hired on an interim basis, with the intention of hiring a permanent director within 1 year.

Personal Counseling Center

There has been a significant increase in number of students requesting appointments for personal counseling. We have been able to not maintain a long waiting list and able to serve students with immediate needs. The increase in access by students seems to come from an increasingly positive sense of the services we provide among students as well as more faculty and staff suggesting students access our support. The PCC has increased outreach efforts to students as well as faculty and staff.

Health Center

In 2017, there was a substantial increase in student visits from 782 to 859. This increase occurred during decreased enrollment and decreased hours of operation demonstrating the student demand for health services. Funding is dependent on enrollment and represents an ongoing consideration for continuing to maintain offered services. To meet the challenge of increased demand with less funding the Health Center is taking a “ground up approach” while assessing the other Community Colleges in the area that represent the standard of care. In order to continue to serve our students the basic infrastructure and organizational components must be in place. A reconciliation while examining feedback from staff and students is underway to determine the best fiscally responsible approach for maintaining quality services and care in the presence of decreased enrollment.

B. State of the program evaluation. What changes could be implemented to improve your program?

Wellness Center

An increase in permanent personnel could have a tremendous impact on all three programs in the Wellness Center.

Disability Resource Center

The DRC will benefit from the stability in leadership from the hiring of a new DRC Director. Under the leadership of a new director, the program should investigate the current suite of educational assistance classes to ensure that they are meeting the needs of DRC students. While we have only been offering educational assistance classes for two semesters, we have not been able to garner the necessary momentum needed to increase enrollment.

Further, the DRC looks forward to the full implementation of Clockwork, an accommodation management software program. Once fully implemented, this software should help to streamline many of the accommodation and request processes for both DRC students and faculty as well as streamlining communication between colleges in our district.

Personal Counseling Center

The personal counseling center could improve our outreach to students with the addition of a Peer Educator for Mental Health. This would allow a focus on peer to peer education, awareness, anti-stigma around mental health issues. In addition, this position could oversee and advise peer mental health mentors to create and maintain an Active Minds Club.

Health Center

The hiring of a permanent position would allow for campus outreach and efficiency with student visits. Addressing key areas for improvement such as electronic charting, staff training, and development of a community referral network would be priority areas for the health center. The implementation of a student portal for the electronic charting system will allow students to control appointments and view lab work. Additional training for all staff on the electronic charting

system is necessary not only for the implementation of the portal; but also for historical ordering and supply tracking. Medical staff require training and continuing education to maintain credentialing as well as executing current medical standards of practice that are ever changing. Staff training and continuing education is a priority concern that needs to be implemented and has profound impact with everlasting benefits.

C. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

Disability Resource Center

SLO:

Students attending the DRC Test Anxiety workshop will be able to identify the causes of test anxiety, the symptoms of test anxiety, and strategies and campus resources to effectively respond to test anxiety.

SAO:

Students will report a satisfaction rate of at least 80% on all major components of DRC service provision.

Personal Counseling Center

SLO: Students attending stress management workshops will be able to identify factors contributing to stress, learn strategies to reduce stress and learn effective time management skills.

SAO: Students will report a satisfaction rate of at least 80% on all major components of PCC service provision.

Health Center

SLO:

In class presentations were offered to the campus with pre and post assessment surveys that would enable students to identify health services on campus and within the community.

SAO:

Students will be able to indicate location, specific services, and ways to eliminate healthcare access barriers. At least 80% of students will be able to indicate where and how to access health services.

D. Describe your program's SAO Assessment Plan

The Wellness Center

During the Fall 2017 semester a survey was emailed to all Cañada College students that asked the following questions regarding the programs in the Wellness Center as part of the rebranding campaign:

1. Do you know where the Wellness Center is located?

2. Have you ever used the Disability Resource Center/Health Center/Personal Counseling Center?

If the student answered that they had *not* used any one of the programs there were prompted to answer the following question for that specific program:

1. Please indicate why you have not used the Disability Resource Center/Health Center/Personal Counseling Center.
 - A. I don't know where it is located.
 - B. I do not have a disability/any health concerns/any need for personal counseling services.
 - C. The location is inconvenient.
 - D. The hours are inconvenient.
 - E. Other.

If the student answered that they *had* used any one of the programs there were prompted for that specific program to rate on a 1-5 scale. 5 being the best, 1 being the worst, how satisfied they were:

- A. With the service you received.
 - B. With the hours of operation.
 - C. With the types of services offered (**This question was not asked for the PCC**)
- and
- D. Were you able to get an appointment in a timely manner? Yes/No

E. SAO Assessment Results and Impact

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

The Wellness Center

178 students responded to the Wellness Center Survey. 50% of respondents stated they did not know where the Wellness Center is located. 28.1% of respondents had used the Health Center, 20.8% had used the DRC, and 18.5% had used the PCC. Not having a need for services provided by the program was the top stated reason for *not using* each of the three Wellness Center programs. For all measures at least 80% of respondents reported a 4 or 5 as their level of satisfaction with the survey element except:

Only 68% of respondents reported a 4 or 5 as their level of satisfaction with the hours of operation of the Health Center.

Only 79.8% of respondents reported a 4 or 5 as their level of satisfaction with the services they received in the PCC.

Only 75.7% of respondents reported a 4 or 5 as their level of satisfaction with the hours of operation of the Personal Counseling Center.

Analysis

From the data collected, it appears that all three programs in the Wellness Center are performing exceptionally well in nearly all examined areas. There were some indications from the survey results that students may benefit from expanded evening hours in the PCC and Health Center. Additional marketing efforts may be needed to make students aware of the services provided by the Wellness Center.

F. Slo Assessment Plan- Describe your program's SLO Assessment Plan

Disability Resource Center

During the fall 2017 semester the Learning Disability Specialist/DRC Counselor, Jenna French, conducted a workshop on Test Anxiety. Jenna collected voluntary pre and post surveys from workshop attendees. The pre and post surveys consisted of the same three statements that they could respond to on a 5 point Likert scale:

1. I know the causes of test anxiety
2. I know the symptoms of test anxiety
3. I know strategies and campus resources to effectively respond to test anxiety

The paper surveys were collected and provided to the DRC Director for tabulation.

Personal Counseling Center

The PCC plans to work with on method off assessing SLO's related to personal counseling individual student appointments for the next program review cycle.

SLO's were assessed for Stress Management workshops given to students. Pre and post surveys were given to students in the presentations. The surveys consisted of these three questions:

1. I am aware of factors that contribute to my stress
2. I know strategies to reduce my stress
3. I know effective strategies for time management

Students were prompted to use a 1-5 rating scale, with 5 being the best and 1 being the worst.

The Health Center

An in-classroom presentation survey was conducted. The survey asked the following questions:

1. Do you know where the Health Center is located? yes/no
2. Are you aware of the services the Health Center offers? yes/no
3. Does your insurance status prevent you from accessing health services on campus or within the community? yes/no

4. Do you know how to access health services in the community or on campus? yes/no
5. Do you feel your health care needs are met? yes/no

G. SLO Assessment Results and Impact -

Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be implemented as a result of SLO Assessment?

Disability Resource Center

18 pre and 23 post surveys were collected by the DRC Director, LD Specialist/DRC Counselor, and the DRC Academic Counselor. The compiled results and mean results are as follows:

Pre		
Average Causes	Average Symptoms	Average Strategies and Campus Resources
3	2.944444444	2.055555556
Post		
Average Causes	Average Symptoms	Average Strategies and Campus Resources
4.52173913	4.695652174	4.782608696

The results show clear reported learning in the survey participants across all measurements.

Personal Counseling Center

41 pre and post surveys were collected by Gena Rhodes, personal counselor and trainer for the stress management workshop. The results from the pre/post surveys from students show a improvement across all three measured questions. This indicates the workshop is useful to students and the PCC will continue to offer stress management workshops on campus.

Health Center

The 23 pre and post surveys were collected by Director of Health Services, Sara Wojsko, resulted in an increased awareness of the location of health services by 21%, and increased awareness of services by 9%. Only nominal changes were noted in areas of insurance status, access to health services as students provided no indication that these were barriers. 93% felt their health care needs are met.

5. Looking Ahead

A. SAOs and SLOs for the Next Review Cycle

Disability Resource Center

SAOs

For the time being the DRC SAOs will remain the same:

Students will report a satisfaction rate of at least 80% on all major components of DRC service provision.

SLOs

The DRC made a change to implement a workshop based SLO for this cycle. At this time the DRC plans to use the same Student Learning Outcome:

Students attending the DRC Test Anxiety workshop will be able to identify the causes of test anxiety, the symptoms of test anxiety, and strategies and campus resources to effectively respond to test anxiety

However, the DRC will also continue to investigate and be open to opportunities to measure student learning that meaningfully connects to the work of the Disability Resource Center.

Personal Counseling Center

SAO

Students will report a satisfaction rate of at least 80% on all major components of PCC service provision.

SLO

The PCC plans to develop SLOs for individual personal counseling and an assessment plan for the next program review cycle.

The Health Center

SAO

Students will report a knowledge and satisfaction rate of at least 80% on all major components of Health Center service provision.

SLO

The Health Center will continue to use presentations and surveys, while researching and conducting sampling of alternative methods to reach students.

