Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Personal Counseling & Life Coaching
  3. Review Type: Student Services Program Review
  4. Program/Departments: Counseling (Includes Mental Health) (63100)
  5. Authority Code: 73-Dean, Counseling and International Programs
  6. External Regulations: Yes  No X
  7. Provide a brief narrative that describes the services provided.

Program Description

Personal Counseling and Life Coaching Services provide free, confidential, short-term personal counseling and life coaching for Ohlone College students.

Sessions are 45 minutes in length for a total of 8 sessions per semester.

The mental health counselor provides crisis assessment and intervention, individual, or couples counseling and small group support.

Services help the student address and manage personal concerns that affect academic success.

- Students are assisted with such concerns as anxiety, depression, anger-management, substance abuse, stress, grief and loss, relationship conflicts, gender orientation, eating disorders to name a few.
- Referrals to community resources are provided when presenting issues are outside the scope of this program’s practice.

The counselor works with the student on an ongoing basis to help the student develop awareness, and identify and manage the personal, family, or work stress impacting academic performance.

Personal Counseling and Life Coaching sessions support students in learning communication skills necessary for personal and academic success. Students will develop life skills that will increase well-being and promote academic success. Students will implement these methods into their life for greater academic and career success.

Students reach their goals and obtain positive academic results when their health and well being are free of stress and not compromised by mental health disorders and complications. Students are able to better focus and concentrate when they receive the emotional support they need.

In a safe, trusting and confidential environment, students can share their problems with their personal counselor. Students are listened to unconditionally. In the trust of this confidential setting, students will learn to explore their perceptions of an event, make changes of thought and behavior as necessary, in order to accept and believe in their ability to excel.

Life Coaching for the Ohlone College Nursing Program.

The Nursing Program is an intense and demanding program for students. The nursing faculty relies on the coaching arm of this program to support their students and the faculty themselves in addressing personal challenges that sabotage the student’s best efforts.

The Personal Counseling and Life Coaching program is designed to support the entire Ohlone Community.

8. Describe how the program specifically serves students, faculty and staff.

This program serves students by providing a safe, trusting and confidential environment, where students can share their problems with their personal counselor. Students are listened to unconditionally. In the trust of this confidential setting, students will learn to explore their perceptions of an event, make changes of thought and behavior as necessary, in order to accept and believe in their ability to excel.
Students reach their goals and obtain positive academic results when their health and well being are free of stress and not compromised by mental health disorders and complications. Students are able to better focus and concentrate on academics when they receive the emotional support they need.

The program specifically serves faculty and staff by functioning as a liaison to the campus community. In collaboration with faculty, staff administrators, department deans, and campus security, the program serves to support and benefit all.

Examples:

- **“I Have a Student Who...........”**
  This training is offered to faculty and staff to advise them that a team of support is available to them when student behavior is inappropriate and interferes with the smooth flow of instruction and student service operations. The training takes strides to educate faculty and staff on how to best handle inappropriate or strange student behavior that present an emergency in the classroom or at the service windows.
- The mental health counselor works in unison with campus security to insure a safe campus and community environment. Together, with the student health center, both programs comprise an emergency task force which is in place to assure immediate intervention when disturbances to safety arise on campus.
- The mental health counselor works closely with the Counseling Department and Students Services as a whole. Supporting efforts such as Transfer Day, Welcome Day, and working closely with counselors when the student’s personal needs warrant a more in-depth assessment and appointment. The program provides staff development trainings in the form or brown bag lunch meetings.
- The Mental Health Counselor also works closely with Financial Aide in providing support for our Veterans Program and helping our returning veterans find the resources and services on campus that will make their re-entry into our campus learning environment positive, academically successful and rewarding.
- Faculty and staff are able to benefit from brief support services with referrals to community resources.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it’s supposed to do.) How are current technologies applied?

Program and service needs are addressed in person. Given the nature of counseling, meetings are in person either individually or in groups.

When necessary, mental health counselor provides telephone sessions when a student is unable to attend in person.

Students can access information about counseling services through the Ohlone College Student Health Center website.

Web based materials are provided under the Student Health Center Web site.

The program provides online assessments for depression and alcohol as well as support and information available on the website. Information dealing with stress, sexual assault, suicide prevention, forgiveness and grief are some examples of the wide provision of information.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

The impact of the mental health/personal counseling and life coaching program on Ohlone College is enormous.

When students are free from the complications of mental health issues, they are better equipped to meet their goals overall. Bright and enthused students positively affect the learning community of our campus.

Faculty and staff members are able to benefit from the confidentiality and brief support services.

The program functions as a liaison to the campus community assisting faculty, staff administrators, department deans, and campus security.
11. **Discuss the impact of the program on the community and the impact of the community on the program.**

As we enhance student well being and academic proficiency the community benefits.

Students become citizens with a greater ability to think critically and rationally; enjoy a breadth of understanding, and a respect and tolerance for diversity. With these qualities and skill sets, they are able to interact in the community, positively influencing personal and work relationships.

Emotional intelligence is a huge indicator for success in the workplace. Individuals must be skilled in interpersonal communication, enjoy a comfort level socially, and have an awareness of self and others.

Personal Counseling Services is a program that supports, encourages and teaches these skill sets and qualities. People are our main renewable resource. And this program is a grass roots catalyst for positive growth and change.

The community is enhanced by educated individuals who are more inclined to give back in support of education, the mission of the college, and perhaps have an interest and willingness to participate in college business (sitting on boards, fund raising etc). Thus a continuous positive flow and interaction ensues.

**College Mission**

1. **Mission Statement**
   
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. **Vision Statement**
   
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**
   
   **College Core Values**
   
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.

   **College Goals/Objectives**

   1. **Through innovative programs and services, improve student learning and achievement.**
      
      1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
      
      10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

   6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**

   4. **Briefly describe how the program supports the college mission, vision selected college values.**

   **Relationship to Ohlone Mission and Values**

   The personal counseling and life coaching program competencies directly supports the college mission of personal enrichment.

   In particular we aim to empower students to take responsibility for their behavior and consequences of their actions, to develop a sense of personal integrity which enhances positive leadership and promotes life purpose. Self esteem is increased as students gain clarity of their boundaries, and strengthen their personal foundation, which leads to healthier choices, and greater personal enrichment.

   An increased capacity to take responsible control of their life positively impacts the student's personal integrity, academic success and subsequent career and economic success.
Core Values:

1. The program supports lifelong learning for students and college personnel through counseling, life coaching and seminars for staff development.

2. The program supports access to higher education and reaches out to under-served populations in participating in Welcome Day, Freshman Connection (the program works closely with the lead instructor to identify at risk students and provide support to insure academic success as they move into full Ohlone Student status. the program works with Puente, Nishati Student Success, Ohlone Veterans, International Students, Deaf Student program and services, DSPS program and services.

3. The program promotes respect for diversity and inclusiveness in all encounters with students, sensitive to special needs, and cultural influences. We ensure that students will connect with the resources that will best support their needs.

4. High standards are maintained in every aspect of service. Each semester the students evaluate the program and services received. All feedback is incorporated in service delivery to insure the highest standards of excellence and quality of service provided.

5. The program's foundation is built on trust, respect and integrity. These core values, are what make the counseling environment safe and secure. An environment that allows the student to open up and share difficult and sometimes painful aspects and challenges in their life.

6. The program promotes team work, open communication and collaboration among all student services areas and throughout the entire campus community. The program is known for its open and positive response to the campus community.

5. Briefly describe how the program supports selected college goals.

Goals:

1. By 2013, complete an assessment of student learning outcomes. An evaluation tool will be given to students to rate the effectiveness of the program and assess learning outcomes.

11. By 2015, expand services to the Newark Campus, by expanding appointment hours depending on service need at that campus.

6. Briefly describe how the program supports selected college objectives.

Objectives:

Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

This program works in conjunction with those departments on campus who promote awareness, interaction, and acceptance of diverse people, cultures, gender orientation and perspectives.

• Program SLOs & Assessment

1. Student Services SLO -

  Student will be able to identify and manage the stressors in their lives which negatively impact their academic performance.

  b. Indicate your planned method of assessment.
  c. Enter assessment results and analyze student success in achieving this SLO.
2. Student Services SLO -

Students will be able to identify and use communication skills necessary for personal and academic success.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.

Fall 2011 Assessment Results attached.

Fall 2012 Assessment in progress; results will be available Spring 2013

d. Future Action

3. Student Services SLO -

Students will be able to identify situations which may sabotage their emotional well-being.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.

Fall 2011 Assessment Results attached.

Fall 2012 Assessment in progress; results will be available Spring 2013

d. Future Action

• Student/Program Achievement

1. List area-specific outcomes.

The program provides assessment and intervention for students primarily but also for staff and faculty mental health needs.

This Key program outcome aligns with the California Chancellor’s Office, which is committed to helping reduce the gaps in mental health services for California Community Colleges.

There is increasing awareness of the benefits mental health counseling provide for increased academic performance. Ohlone College Personal Counseling and Life Coaching Services is a unique campus program because it deals specifically with these issues of mental health.

Update October 3, 2012 Program Achievements:

Personal Counseling and Life Coaching continues to be a vibrant student service, and overall campus resource for students, faculty and staff.

In its 9th year, Fall 2012, program achievements are numerous.

• We welcomed a Deaf Psychologist PhD volunteer who assisted us during the 2011-2012 academic year.
• She provided direct service counseling to deaf students.
• Strengthened alliances with the Deaf Studies Division.
• She provided staff development and increased awareness and education in regards to deaf and hard of hearing
Implementation of the ISP (Interactive Screening Program) each semester and conduct follow-up communication as needed.

New to the mental health program, 2011-2012, the ISP is an innovative, anonymous program, developed by the American Foundation for Suicide Prevention, to identify troubled students.

Email invitations were sent to approximately 100 randomly selected students each semester, which included a brief stress and depression questionnaire. Students who responded to the questionnaire received a personalized written response from the health center’s MFT or NP, while at-risk students (based on scores of the questionnaire) were encouraged to meet with the providers in person for further evaluation. Students have the option of communicating with the providers without identifying themselves which makes this screening tool, safe and nonthreatening, and completely confidential.

ISP is an evidenced-based program, with studies indicating students who exchanged online messages with the ISP trained provider were three times more likely than those who did not come for an in-person meeting.

Ohlone was selected by AFSP as the first community college in the nation to participate in the ISP program. The ISP program was *provided as a scholarship from the San Francisco Chapter of AFSP due to the successful fundraising efforts from the Out of the Darkness Walk.* ***(see below)***

Yet, another example of program achievements, this recognition by AFSP in providing the ISP to Ohlone, underscores the innovation and leadership role the mental health counseling program is taking in the expansion and improvement of direct mental health services to students; as well as the willingness to experiment with different strategies in reaching at-risk students.

*(** The Ohlone community experienced a tragic loss when a member of the Campus Security team—Stewart Dawson—took his own life in December 2010. It was a loss that was difficult to deal with as many staff members who knew him for years grieved and tried to makes sense of the tragedy. In an effort to turn the tragedy into something positive, the Student Health Center along with the student government sponsored the inaugural *Out of the Darkness Walk* five months after Stewart’s suicide.*

The event was conducted in partnership with the American Foundation for Suicide Prevention (AFSP), which is working with colleges and universities around the country to provide assistance with creating awareness and raising funds for aggressive mental health research and education programs in the community.

The event was a success in honoring Stewart’s life while bringing attention to suicide prevention and mental health wellness )

October 12, 2012
The next Out of the Darkness walk is planned for April 23, 2013.

2. Identify internal and/or external benchmarks and regulations.

**External Benchmarks:**

In the 2010 Spring Plenary Session of the Academic Senate for California Community Colleges two presenters outlined the necessity for mental health demands on CCC students.

The American College Health Association Survey states that the rate of students with depression has increased 56% in the last 6 years.

50% of those surveyed reported feeling so depressed at times that they had trouble functioning.
33% of students identify stress and 16% identify depression or anxiety disorder as factors that affect academic performance.

**Internal Benchmarks:**

Particular to mental health counseling, internal benchmarks are met as the program aligns with, and provides students with information in accordance with the student behavior guidelines of the college.

Students are counseled, guided and coached along the 5 Student Services Achievement Areas: **Responsibility, Integrity, Leadership, Respect and Purpose.**

Demonstrates **Responsibility** by establishing own academic, personal and professional success; keeping timely appointments, following through on assignments.

Demonstrates **Integrity**, by aligning behavior with personal values and codes of ethics.

Demonstrates **Leadership**: In classroom participation, participation with student’s/faculty on campus, exhibiting strong boundaries and respect for those boundaries of others. Value diversity and opinions of others.

Demonstrates **Respect** of self and others through understanding of diverse thoughts, cultures and modes of behavior.

Demonstrates **Purpose** by challenging themselves and defining their role as a student at Ohlone and as an individual in society, and continually questioning the outcomes of their own choices and behaviors.

Internal benchmarks are met when students receive the services they seek. At present students are accommodated, they are not turned away for lack of service. If student needs are not met by the scope of practice provided by this program, they are referred to the community for support services.

**Update October 16, 2012 Program Achievements: Internal Benchmarks:**

During the 2011-12 academic year, **there were a total of 4,205 patient encounters, of which 1,363 constituted primary care, 439 were family planning appointments, 532 were contacts with the medical assistant (for services such as immunizations, TB testing, etc.), and 1,207 were mental health visits.**

**Given that there were 246 service days during the year, there was an average of 5 mental health visits per day provided by the MFT—**or about 3 out of 10 (29%) patient encounters. That’s huge.

There was about a two week waiting period for students to be seen by the MFT, although students with urgent cases are seen right away.

Though the MFT can accommodate up to 8 personal counseling appointments per day, she has to designate much of her time to serving on various committees on campus, conducting outreach, giving classroom presentations, and completing administrative tasks, and participating in community outreach efforts. (ie Spring Semester 2012, the mental health provider was invited to participate in the Newark Memorial High School Career Day Panel)
October 16, 2012/External Benchmarks:

Western Association of Schools and Colleges, from whom Ohlone receives accreditation, expects accountability from colleges through the required use of student learning outcomes (SLOs) and the development of assessment methods to measure the outcomes. The use of SLOs promotes a more effective learning environment and widespread instruction improvement.

The personal counseling coordinator, a California state licensed Marriage, Family Therapist (MFT) and certified life coach, holds a tenured faculty position. She uses SLOs to evaluate the impact of students’ utilization of counseling services.

3. Enter assessment results for area-specific outcomes and analyze trends.

The college mental health counseling needs are met when students receive the services they seek. At present students are accommodated, they are not turned away for lack of service. If student needs are not met by the scope of practice provided by this program, they are referred to the community for support services.

Results of the SLO assessment instrument indicate positive outcomes for student's post counseling sessions. The item on identifying situations that sabotage emotional health and personal boundaries resulted in the highest increase.

There was an overwhelming positive response from students to the benefits received from personal counseling. Program Achievements are delineated by the attached survey and outcomes.

Staff and faculty are supported through the "I Have a Student Who..." workshop component of this program as well as individualized sessions and a Grief Support Group.

Update Outcomes October 16, 2012

4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

10/16/2012

No budget for this program.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

October 16, 2012

Comment on the use staff (no equipment or technology is needed by this in-person counseling program, other than the occasional use of telephone for those students who are ongoing but for reason of transportation or schedule are "seen" by telephone.
By the third week of every semester there is consistently about a two week waiting period for students to be seen by the MFT, (although students with urgent cases are seen right away.)

Though the MFT can accommodate up to 8 personal counseling appointments per day, she has to designate much of her time to serving on various committees on campus, conducting outreach, giving classroom presentations, and completing administrative tasks, and participating in community outreach efforts.

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action

Strategies to improve achievement indicators. Specify.

Fall 2011:

Maintain current level of services and work toward restoring the adjunct counseling position.

October 15, 2012

Unfortunately, the personal counseling coordinator is not able to provide short term group support due to the overwhelming demand of individual personal counseling.

In the recent SLO assessment, the following three topics were identified with plurality interest: (1) stress information; (2) relationship communication; (3) making friends.

Interestingly, these three topics are inter-related and very much a part of the college experience and developmental period of the emerging adulthood.

The health center’s creation of an online presence to engage peer-to-peer interaction on such topics, will be widely accepted by students, especially among those who share a similar profile of students who sought counseling services this past academic year.

Activities proposed in the scope of work vary in medium, application, and target audience to meet the diversity of the student population. With the trust and rapport that has long been established, the mental health counseling program is well-positioned to assume a leadership role in strengthening the campus’s infrastructure to promote student mental health and well-being, and reduce the stigma associated with seeking help for mental health issues through an initiative called “STEP up Ohlone” (Students Together Education and Prevention).

With a motto of “A World of Cultures, United in Learning,” Ohlone College prides itself in creating a learning environment where students are valued and supported in their academic, career, and personal and social goals. A critical component of the learning environment, the Student Health Center supports student success by offering mental health services to the student body, including short-term personal counseling and coaching services. With the trust and rapport that has long been established, the health center/Personal Counseling and Life Coaching Services Program is a recognized leader on campus in promoting health and wellness.

With the changing demographics and the need to increase awareness of mental health and peer support services, the health center is proposing a 10-month initiative called STEP (Students Together in Education and Prevention) up Ohlone. While the initiative will be promoted to the broader campus population, a number of student groups will be targeted in an effort to build an infrastructure where the initiative will be student-led and have the capacity to sustain itself after the grant period concludes.

Such groups include: Ohlone Peer Mentor program participants, student government leaders, student clubs, deaf and hard-of-hearing students, international students, broadcast and journalism students, and veterans students.

In promoting mental health and wellbeing and to engage in a stigma reduction campaign on campus, a peer-to-peer approach will be utilized to leverage the college’s array of technology platforms and establish an online presence for the campaign, and build the capacity of individuals whose job it is to support student success and help individuals reach their potential.

The STEP up Ohlone program proposes to develop a comprehensive approach by carrying out the following objectives:

Component A: Peer to Peer Support: By June 30, 2013, develop and strengthen partnerships with at least 10 academic departments and student support programs on campus to increase capacity and understanding of mental health issues and available resources, and at least 3 community-based organizations to build a robust referral network. All three objectives will be accomplished along with a wide array of activities that will meet the diverse student population of Ohlone. Examples of activities include conducting focus groups to gauge current attitudes and develop a messaging strategy around mental health, training peer mentor students to serve as peer support specialists, collaborating with student clubs to sponsor health/wellness events.

Component B: Social Media Outreach to reduce Stigma and Discrimination: By June 30, 2013, employ multiple platforms of social media to reduce stigma and discrimination, including the use of national screening tools on mental health related topics, by creating opportunities for positive interpersonal contact.

Component C: Mental Health Consultation: By June 30, 2013, develop and strengthen partnerships with at least 10 academic departments and student support programs on campus to increase capacity and understanding of mental health issues and available resources, and at least 3 community-based organizations to build a robust referral network. All three objectives will be accomplished along with a wide array of activities that will meet the diverse student population of Ohlone. Examples of activities include conducting focus groups to gauge current attitudes and develop a messaging strategy around mental health, training peer mentor students to serve as peer support specialists, collaborating with student clubs to sponsor health/wellness events, organizing a half day symposium with students majoring in broadcasting and journalism to explore the role of media to reduce stigma—all while integrating the use of social media.

● Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

The American College Health Association Survey of 2006 states that the rate of students with depression has increased 56% in the last 6 years.

50% of those surveyed reported feeling so depressed at times that they had trouble functioning.

33% of students identify stress and 16% identify depression or anxiety disorder as factors that effect academic performance.
There is increasing awareness of the benefits mental health counseling provide for increased academic performance. Ohlone College Personal Counseling and Life Coaching Services is a unique campus program because it deals specifically with these issues of mental health.

Results of the SLO assessment instrument indicate positive outcomes for student's post counseling sessions. The item on identifying situations that sabotage emotional health and personal boundaries resulted in the highest increase.

There was an overwhelming positive response from students to the benefits received from personal counseling. Program Achievements are delineated by the attached survey and outcomes.

October 30, 2012

Please refer to program analysis and results of Spring 2012 surveys.

Currently, program is being review and results for Fall 2012 uploaded in Spring 2013,

Pre tests have been administered; Post tests are now being administered.

Data will be collected and posted in Spring 2013

2. According to the evidence, what are the areas needing improvement?

Plans for improvement center around 3 main areas.

1. Program improvement will be enhanced by forming a campus committee which will address the needs of the campus in terms of resources and support for student discipline problems. Included are those concerns for "at-risk" student behaviors, and resources and support for faculty and staff when dealing with students whose behavior compromise instruction and campus safety.

2. Program improvement will be enhanced by partnerships with community resources. Once such partnership currently under discussion is forming alliance with The American Federation for Suicide Prevention.

3. Program improvement will be enhanced by ensuring adequate resources are provided to meet student demands for accessible mental health counseling.

October 30, 2012

1. Program is currently working on formalizing the "I Have a Student Who..." Students of Concern Committee. A work in process.

2. This SLO has been met. Along with the health center, Personal Counseling Services has fostered a working partnership with AFSP (American Foundation for Suicide Prevention). An Interactive Screening Device is now utilized through AFSP to detect early warning signs for depression and suicidal risk.

3. Adequate resources are lacking. The one mental health counselor has many demands from students, faculty, staff.

Program Improvement Objectives:

1. Objective:

2011-2012 Formalize what has been a campus response team "I Have A Student Who....." to become an actual campus committee to provide support and resources to faculty and staff on how to handle disruptive student behavior.

October 17, 2012 This PIO is still a work in process. Efforts continue to be made in formalizing such a committee. As it stands this committee exists and faculty and staff are aware of this support largely through workshops presented during Flex Week each semester.

a. Action Plan

Year 1:

The five people who sponsor this workshop will meet to

(1) determine the process for establishing a new committee, and (2)
discuss committee functions, protocols, member list, and possible meeting dates/times.

This committee will meet on a regular basis, take responsibility for creating a website to ensure that the campus is aware of resources and available services. It will serve as a gatekeeper for campus safety, and a clearing house for all questions and concerns that faculty and staff may experience in regard to student behavioral effects and student discipline issues.

b. Assessment Plan: List Assessment Strategies
   Year 1:
   The Committee meets regularly and fulfills its functions.

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      Committee will train faculty on recognizing inappropriate student behavior and learn which steps to take for support through the appropriate channels of communication including Mental Health Services, Health Center, VP Student Services, DSPS, and Campus Security. This early detection and follow through for students with emotional or discipline issue, compromising their academic success.

2. PIO Assessment
   a. Enter assessment results with analysis.
      1/31/2012
      Current discussion is underway to formalize this already cogent ongoing working group. The committee meets each semester during Flex week and provides support and information for faculty and staff in handling challenging student behavior.
   
   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
      1/31/2012
      Goal # 1: Through innovative programs and services, improve student learning and achievement.
      This committee trains faculty and staff on recognizing and managing inappropriate student behavior. Faculty are empowered to consult with committee members to ensure safety in the classroom, and on the campus, and to engage emergency support services when needed.
      This encompassing team from 6 Admin Sectors (Health Center Director, Dean of Counseling, Mental Health Coordinator, Director DSPS, Campus Safety, VP Student Services) offers pathways of support to ensure campus safety and also provides the professional direction and support for the student in question.
      c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
         1/31/2012
         Additional Resources:
         Organizing the staffing for this committee is underway.
   
   d. Future Action
      Current level of focus maintained. Describe.

1. Objective:
   October 30, 2012
Design a more effective method of conducting pre and post tests for students who seek counseling as a way to improve delivery of services. A Survey Monkey electronic method is being discussed for implementation Spring 2013.

a. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
      Rationale:

   7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
      Rationale:

2. PIO Assessment
   a. Future Action

1. Objective:

   Ensure student demands are met for accessible mental health resources on campus. Ensure support to faculty when crisis emerge and support is needed and required.


Pio stands as is. There is increasing demand on program from faculty, staff and students.

During the 2011-12 academic year, there were a total of 4,205 patient encounters, and 1,207 were mental health visits. Given that there were 246 service days during the year, there was an average of 5 mental health visits per day provided by the MFT—or about 3 out of 10 (29%) patient encounters. Though the MFT can accommodate up to 8 personal counseling appointments per day, she has to designate some of her time to serving on various committees on campus, conducting outreach, giving classroom presentations, and completing administrative tasks. There was about a two week waiting period for students to be seen by the MFT, although students with urgent cases are seen right away.

No student is turned away. If service required is beyond scope of practice of the MFT, community referrals are given.

However, by mid semester, there is a two to three-week wait for students to get on the appointment calendar.

Funding for a 2nd therapist is highly desired to meet growing demands.

a. Action Plan
   Year 1:

   Continue to (1) meet students requests for services, (2) faculty requests for support, (3) coordinate the responsibilities of the program, (4) maintain administrative duties, (5) maintain efforts to promote the
visiblability of this service on campus as a support network, (6) market and conduct research via electronic website resources, and (7) provide counseling to student, staff and faculty when crisis emerge and support is needed and required.

b. **Staffing**  
**Year 1:**  
It is the intention of this PIO to receive financial resources sufficient to hire a mental health counselor. The new counselor will help absorb the demands and provide even greater resources to the program.

**Oct. 17, 2012** Budget resources are needed to assist current MFT in meeting demands of the program.

c. **Assessment Plan: List Assessment Strategies**  
**Year 1:**  
Document student referrals and statistics on the demand, use and benefit of the Student Mental Health Services.

d. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**  
1. Through innovative programs and services, improve student learning and achievement.  
Rationale:

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.  
Rationale:

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.  
Rationale:

2. **PIO Assessment**  
   a. **Enter assessment results with analysis.**  
      1/31/2012  
      Student demands are being met by program, see year end report.

   b. **Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.**  
      January 31, 2012  
      College Goal #1:  
      Student learning and achievement are enhanced when mental health needs are met. sound and safe social and emotional adjustment are critical to academic retention and success. This program has life long impact on student achievement and personal well roundness with lasting social benefit.

   c. **Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.**  
      January 31, 2012  
      Financial resources are needed for strengthening this program. Student and faculty demands are great and will require the hiring of an additional mental health counselor to help the burgeoning strain on an already well utilized program which serves the campus as a whole.

   d. **Future Action**  
      Current level of focus maintained. Describe.
1. **Objective:**

   Engage in a partnership with the American Federation for Suicide Prevention to provide education to students, faculty, staff and administrators regarding suicide prevention.

This partnership will help to meet the demand for greater student resources in the domain of suicide prevention, mental health education and breaking the stigma barrier of both.

This organization offers an early detection interactive screening program, the purpose of which is to identify, engage, and refer to treatment those students with serious depression or other conditions that put them at risk of suicide.

   a. **Action Plan**

      **Year 1:**

      1. Meet with representative from American Federation for Suicide Prevention who will love us and insist that we become their partner.
      2. Set up charter and the online screening tool.

   **October 30, 2012**

This PIO has been accomplished and met.

A partnership has been forged and the program is currently implementing the AFSP ISP/Interactive online screening program for the early detention of at risk students.

Additionally, the program collaborates with the shelath center in sponsoring the annual spring event, now in its third year; "Out of the Darkness Walk" to promote education and awareness for the prevention of suicide.

b. **Other (Include other resources needed)**

   **Year 1:**

   Funding will be necessary to ensure partnership with The American Federation for Suicide Prevention. The benefit to students and campus faculty and staff will outweigh the initial start-up cost of $5K.

c. **Assessment Plan: List Assessment Strategies**

   **Year 1:**

   This online screening will alert the mental health therapist that a student is in need of services. The student will be invited to make an appointment for mental health assessment. Depending on diagnosis the student will be seen in the Ohlone College Student Health Center or referred to the community. After eight sessions a survey will be given to the student to assess the benefits of the original referral and the subsequent interventions.

d. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

   1. Through innovative programs and services, improve student learning and achievement.

      **Rationale:**

      When a student's mental health is stable, the sky is the limit in terms of academic achievement and life satisfaction. This impacts all students and faculty and will ultimately benefit the general society.

   4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to
maximize student learning and achievement.
Rationale:

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

2. **PIO Assessment**
   
a. **Enter assessment results with analysis.**
   
   January 31, 2012
   
The relationship with AFSP has been ongoing since Spring 2011. Planning meetings are held each academic semester.

   New programs implemented thus far include the campus Suicide prevention Walk. This event has been met with resounding success.

   Implementation for an online screening and early detection for suicide risk is underway. Ohlone Colelge was selected by AFSP to be the first community college to privde this important and time sensitive tool.

b. **Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.**
   
   1/31/2012
   
   PIO meets Goal #1. Student learning and achievement is greater insured when mental health needs are met, kept sound, and vibrant.

c. **Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.**
   
   1/31/2012
   
   Funds are "inkind" to date. Program costs may be discussed and assessed in the future.

d. **Future Action**
   
   Current level of focus maintained. Describe.

- **Outside Review Results 03/03/2011**

  1. List each team members name and title.

     Sally Bratton, Director of Student Health Center

     Deb Parziale, Coordinator Program Review; Student Outcomes and Assessment; Professional Development.

**October 30, 2012**

Program is supported by Health Center Director, and Counseling Dept Colleagues.

2. Discuss key feedback provided by team and how it was incorporated into the report.

   Sally Bratton supports this program and its value to campus mental health needs.

   Deb Parziale recognizes the wide arching benefits of this program to the campus. She provided great support and input, recognizing and documenting all the facets of this program.
October 30, 2012

Program is supported by Health Center Director, and Counseling Dept Colleagues.

- Attached Files
  1. SLO results Fall 2011 2012.pdf
  2. Results of Post Counseling Surveys for Spring 2012.pptx
  3. Rosemary Counseling survey results Feb 2011.ppt