

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

**Left - Column 1:** Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

**Center - Column 2:** Records the **program responses** to the requested information in Column 1.

**Right - Column 3:** Contains the **instructions/suggestions** for responding to the requested information in Column 1.

**General Instructions:** The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR\_*programname*. Once the draft CPR is completed, e-mail the file as an attachment to <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)> if there are any questions.

**Getting Started:** First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: <http://deanza.edu/ir/program-review.12-13.html> .

**Timelines:** All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no later than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

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**Trainings:** The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

Column 1 Information Requested for the 2013-14 SSPBT - CPR	Column 2 Input the program responses	Column 3 Instructions:
<b>PART 1 -</b>	<b>Program Information</b>	
1a) Program Name:	<p align="center"><b>Health Services</b> (Health Education and Wellness and Clinical Health Services)</p>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Mary Sullivan, Alana Hernandez, Teddy Simpson, and Michele Lebleu-Burns	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	<p align="center"><u>Health Education and Wellness</u> ~4,125-4,200 active student contacts annually; ~3,500 passive student contacts annually; trending up as the program expands in events, and outreach.</p> <p align="center"><u>Clinical Health Services</u> Academic Year 2012/2013 = 3,172 individual appointments. Fall 2013, Winter 2014 and Spring 2014 (to Date): = 2,531 individual appointments. Clinical hours utilized are trending up.</p>	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	<p align="center"><u>Health Education and Wellness</u></p> <p>We serve the entire student population, though we do direct events toward students at high risk (students of concern):</p> <ul style="list-style-type: none"> <li>• Focused on physical/mental wellness and personal responsibility.</li> <li>• Maintain and improve, through educational experiences the physical, mental, emotional, spiritual and social health</li> </ul>	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?

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	<p>of students.</p> <ul style="list-style-type: none"> <li>Through this work we strengthen and inspire the well-being of the entire college community.</li> </ul> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>Currently registered De Anza students.</p>	
<b>PART 2 -</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
<p><b>2a)</b> What is the program Mission Statement?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p><i>The mission of Health Education and Wellness is to maintain and improve, through educational experiences, the physical, mental, emotional, spiritual and social health of students at DeAnza Community College. Through this work we strengthen and inspire the well-being of the entire college community.</i></p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p><i>The mission of De Anza College Health Services is to facilitate the educational success of our students by providing personalized and affordable medical care, health education and community resource information to promote their physical, social and emotional well-being.</i></p>	<p>Cut/paste or type in the program's most current Mission Statement.</p>
<p><b>2b)</b> In what ways and to what extent does the program assure the quality of its services to students?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>HE&amp;W assures the quality of services through quarterly surveys ("Do you know?"), Advisory meetings, and partnerships w community health organizations. During quarterly "Chill City" students have opportunities to learn/practice stress reduction methods before their finals. NCHA survey implemented 3/2013 of 10,000 students, lead to expansive outreach &amp; health events focused on results of NCHA survey data.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p>	<p>Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <b>quality</b> of student support services ....</p>

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	<p>All medical services are provided by licensed clinicians (Medical Doctor, Nurse Practitioners and Registered Nurses). Clinical staff receive regular training and staff development to maintain their skills and licensure.</p>	
<p><b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>We fulfill DeAnza’s mission by engaging students in creative events/activities that support student learning and enhance their development of wellness, intellect, character and abilities to realize their goals through safe, health choices. During Health Zone (Spring event) students practice critical thinking skills at each of our 6 tables of Wellness (time management, nutritional, sleep, relationship, mental, and vital wellness). Collaborated with on campus and off campus entities in events to increase awareness and education in areas such as sexual health, tobacco cessation, sleep hygiene, suicide prevention, alcohol and other drugs.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>Clinical services fulfill the college’s mission in that students have the opportunity to succeed academically because they are physically healthy. This goal is achieved by ensuring that students have access to affordable and convenient medical care to address minor injuries, illnesses and health concerns while on campus. If students aren’t physically healthy, it impedes their ability to learn effectively.</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <b>achievement of the mission</b> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>We demonstrate that these services, regardless of location or means of delivery, support student equity and enhance achievement of our mission. We offer written, verbal, &amp; visual</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please</p>

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	<p>means of communicating information. We offer events at different locations and different days of the week to make contact w the greatest number of students. We offer individual and group activates to allow different learning experiences. Program expansion allows greater number of students educated on healthy life habits.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>All student are eligible to receive services and Health Education and Wellness staff conduct educational and outreach events which draw more students into the clinic for medical services</p>	<p>address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p><b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>Tobacco Cessation, and Earth day events focus on personal and civic responsibility to the environment. We work closely w/ Breathe California, California Youth Advocacy Network, and Santa Clara County Public Health offices to offer opportunities to be active at local, state and federal levels.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>Students are informed about the condition of their health and treatment options are offered to students as well as information regarding the prevention and treatment of a variety of illnesses. Students are expected to make appropriate and responsible decisions about managing their health based on the information they receive from the clinicians.</p>	<p><b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>Health advocacy and Healthy life habits “counseling” offered by registered nurses and other licensed medical staff.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>N/A</p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>

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<p><b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>The Health Education &amp; Wellness provides educational events and programs to educate the entire campus about health issues and concerns that impact the diverse communities present on campus (e.g. various ethnicities, sexual orientation, genders, etc.)</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>Staff are encouraged to attend conferences and training to maintain/increase their knowledge of health concerns and that affect various groups within our student population (gender, ethnicity, sexual orientation, etc.) Staff also educate students about their risk for particular types of illnesses due to their family history other characteristics and provide information about prevention and treatment.</p>	<p><b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>
<p><b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>	<p style="text-align: center;"><u>Health Education and Wellness/Clinical Health Services</u></p> <p>Not Applicable</p>	<p><b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)</p>
<p><b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>Student records are kept secure behind two locked doors for seven years, in accordance with healthcare privacy laws.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>In the clinic, the records are kept in locked file cabinets and all computers are password protected.</p>	<p><b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>

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<b>PART 4 -</b>	<b>Staffing</b>	
<p><b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>Creation of a Director or Health Education and Wellness position, and the addition of two PT TEA Tobacco Cessation counselor positions (7-15hr/wk, hours vary when large events occur)</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>Creation of a Clinical Director position and modification of how Registered Nurses and Nurse practitioners(s) are scheduled in the clinic.</p>	<p>Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.</p>
<p><b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?</p>	<p style="text-align: center;"><u>Health Education and Wellness</u></p> <p>Increase staffing to four PT Temporary employees to meet demand during peak periods for greater availability for health education and outreach events.</p> <p style="text-align: center;"><u>Clinical Health Services</u></p> <p>The addition of a Health Services Clinical Director to provide oversight of the clinic and office operations components of the department and a Nurse Practitioner to meet the increased demand for clinical services.</p>	<p>Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)</p>
<b>PART 5 -</b>	<b>Facilities</b>	
<p><b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?</p>	<p style="text-align: center;"><u>Health Education and Wellness/Clinical Health Services</u></p> <p>No</p>	<p>Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five</p>	<p style="text-align: center;"><u>Health Education and Wellness/Clinical Health Services</u></p> <p>We've determined based on programing and services offered that additional staffing and larger physical space are essential to</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>

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years?	maintaining and continuing to offer even basic level of services to students. This conclusion was reached after review of CAL OSHA standards, HIPPA and other state regulation. Health Services clinic in its current space is not capable to pass certification. Adjustments have been made (lighted exit signs & evacuation maps in each exam room), but more is needed (a clinic treatment area, injection area, additional exams rooms and wheelchair access to existing exam rooms, Health Education office space).	
<b>PART 6 -</b>	<b>Equipment</b>	
<b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	<u>Health Education and Wellness/Clinical Health Services</u> No	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)
<b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?	<u>Health Education and Wellness/Clinical Health Services</u> No	Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 7 -</b>	<b>Operational Costs</b>	
<b>7a)</b> Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?	<u>Health Education and Wellness/Clinical Health Services</u> The addition of the Psych Services Director/Counselor and Clinical Director position as well as the hiring of per diem nurses to meet the increased demand of student needs have added operational costs to the Health Services budget.	Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)
<b>7b)</b> Are there any significant <b>operational cost</b> changes that will be needed over the next five years?	Unknown	Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)



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<b>PART 8 -</b>	<b>Organizational Alignment</b>	
<p><b>8a)</b> Have there been any significant <b>organizational alignment</b> changes since the last CPR in 2008-09?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u> Expansion of Health Services into four distinct areas: Health Education and Wellness, Clinical Health Services, Psychological Services, and Office Operations. This was needed to provide enhanced and more comprehensive services to students.</p>	<p>Please explain any significant <b>organizational alignment</b> changes that have occurred over the past five years.</p>
<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u> Not Applicable</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<b>PART 9 -</b>	<b>Regulations/Laws/Policies</b>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u> Changes to federal Clery reporting in areas of Alcohol and Other Drugs (AOD) and Sexual Assault/Violence as well as laws preventing and addressing gender based violence, domestic violence, stalking and sexual assault.</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u> Clery reporting and the Campus SaVE (Sexual Assault/Violence Elimination) law requires greater education and outreach on this topic and mandatory reporting for sexual assault, domestic violence, stalking and AOD offenses.</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<b>PART 10 -</b>	<b>Professional Development</b>	

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<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?</p>	<ul style="list-style-type: none"> <li>• NASPA Mental Health Conference in 2011, 2013 and 2014</li> <li>• HSACCC every year</li> <li>• CPR and First Aid Training</li> <li>• Safe Zone Training</li> <li>• Returning Vets</li> <li>• Conferences and training on sexual health and contraceptive practices, healthy eating and nutrition.</li> </ul>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p><b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?</p>	<p>Continuation of conferences and trainings in the above areas.</p>	<p>Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 11 -</b></p>	<p><b>Curriculum, Student Success, and Equity</b></p>	<p>The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .</p>
<p><b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?</p>	<p>Not Applicable</p>	<p>Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.</p>
<p><b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?</p>	<p>Not Applicable</p>	<p>Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the <b>60%</b> requirement been met or exceeded?</p>	<p>Not Applicable</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>

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<p><b>11d)</b> What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?</p>	<p>Not Applicable</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>
<p><b>PART 12 -</b></p>	<p><b>Other</b></p>	
<p><b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?</p>	<p>Expansion of Psychological Services, hiring a new Director or that program and a greater emphasis on activities concerning mental health.</p>	<p>Please explain any <b>other</b> significant program changes that have occurred over the past five years.</p>
<p><b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?</p>	<p>Space restrictions will limit the Health Services progress, especially since we were informed that we will no longer receive the allocation of additional space the program was originally promised.</p>	<p>Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 13 -</b></p>	<p><b>Student Success and Support Programs (3SP)</b></p>	
<p><b>13a)</b> How will the new 3SP <b>orientation</b> requirements affect the program over the next five years?</p>	<p>Not Applicable</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five</p>	<p>Not Applicable</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional</p>

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years?		development, curriculum, and/or other.
<b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?	Not Applicable	Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
<b>PART 14 -</b>	<b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b>	<b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
<b>14a)</b> What are the current/active program <b>outcome statements</b> ?	<u>Health Education and Wellness/Clinical Health Services</u> Objective: Students will increase their awareness of services available to them by DeAnza Health Services, and will acquire valuable and related health and wellness information.	Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)
<b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	<u>Health Education and Wellness/Clinical Health Services</u> Quarterly survey (#200) performed during "Club Day"	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
<b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	<u>Health Education and Wellness/Clinical Health Services</u> Positive findings included increase awareness (>80%) of Student Health Services location on campus; Greater than 75% knew we offered free flu vaccinations; 77% knew we offered free condoms; 47% knew we offers well-woman exams. In response to the results, we are adjusting our education & outreach to highlight the lesser known services.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

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<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u></p> <p>Objective: Students will increase their awareness of services available to them by DeAnza Health Services, and will acquire valuable and related health and wellness information, with increased focus on sexual violence and alcohol &amp; other drugs.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>.</p>
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p><u>Health Education and Wellness/Clinical Health Services</u></p> <p>Health creates capacity; students whose health status is positive and flourishing have greater ability and readiness to learn and engage fully in all meaningful educational experiences inside and outside the classroom . . . . The learner as a whole person matters in the learning.” --Dr. Daniel Silverman</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:</p> <ol style="list-style-type: none"> <li>1) Where the program has come from since the last CPR (2008-09),</li> <li>2) Where the program is now (2013-14), and</li> <li>3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</li> </ol>
<p><b>Part 16 -</b></p>	<p><b>DIVISIONAL PERSPECTIVE</b></p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b></p>
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p><u>Student Development Division</u></p> <ul style="list-style-type: none"> <li>• Health Services (Health Education and Wellness, Psychological Services, Clinical Services)</li> <li>• Extended Opportunities Programs and Services</li> <li>• College Life (DASB and ICC, Student ID, Eco Pass, Flea Market)</li> <li>• Student Judicial Affairs</li> <li>• HEART (Harm Evaluation Assessment Reduction Team)</li> <li>• Americans with Disabilities Act (ADA)/504 Compliance</li> <li>• Unlawful Harassment and Discrimination Coordination</li> </ul>	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Michele LeBleu-Burns</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>	<p>The comprehensive program reviews for the Student Development Division indicate that the numbers of students being served within the division is steadily increasing. In some cases the</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>increase has been dramatic since the 2008-2009 academic year and is expected continue to increase over the next five years. This will mean that additional staffing, program facilities and funding will be needed to meet the needs of a growing and ever changing population of students who will come to the college with very diverse and complex social, educational, psychological and financial needs. Staff will also need continued staff development and training to remain current in their fields to ensure they are equipped with the appropriate skills and effective practices to support student success.</p>	<p>division plan.</p>
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