

# HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

**Mental Wellness and Personal Development**

Date January 28<sup>th</sup> 2019

**Review Period**  
**July 1, 2017 to June 30, 2018**

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Writer(s): Kate De Soto

*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: UNIT DATA AND ACTIVITIES

### Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>The Mental Wellness and Personal Development Service assists students of Hawaii CC to enhance their resiliency while building on existing strengths and honoring individuality. Services are available for all student on Hawaii Island.</p> <p>Mental health services benefit campus communities by assisting students to manage stress and become more engaged in their education. This ultimately leads to increased student retention and program completion rates.</p> <p>Therapeutic services are brief in nature and referrals to community resources will be given as appropriate.</p> <p>Mental Wellness and Personal Development Services is also the Confidential Resource for any Title IX related concerns. Students can access this service to receive confidential support and information regarding Title IX.</p>
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### Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a></p>	
<p>Year</p>	<p>2016-2017</p>
<p>URL</p>	<p><a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_mwpd_unit_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_mwpd_unit_review.pdf</a></p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p> <p>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>No CERC recommendations as this unit's first comprehensive review will occur in AY 2019-2020</p>

**Unit Data: Analysis of ARPD Data and Other Quantitative Indicators**

Unit ARPD data, if applicable, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the Unit’s ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.**

**Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.**

Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit’s provision of services.

**ARPD Data:**

ARPD data reflects institutional numbers to which the Mental Wellness and Personal Development Service (MWPD) supports through referrals and collaboration. One of the goals of MWPD is to ensure that participants (students) are aware of campus and community resources. Out of the 70 students’ serviced, 44% (31) students received referrals from MWPD to campus and community resources. These referrals often include Counseling, Ha’awi Kokua, Hale Kea Testing Center, Financial Aid, and Admission and Records. MWPD has continued to have a close working relationship with Ha’awi Kokua which has resulted in many students being referred between the services to ensure comprehensive wrap around support is being provided.

**Program Data:**

Based on the enrollment data cited below, MWPD serviced approximately 2% of the campus population during the 2017-2018 reporting period.

Demand Indicators		Program Year		
		15-16	16-17	17-18
1	Annual Headcount ALL Students	3,838	3,636	3,527

This number is alignment with national averages as the American College Counseling Association’s 2016-17 survey of Community Colleges reported that majority of campuses service 1-5% of their college’s student body. The percentage of enrolled students served remained consistent from AY16-17 to AY17-18 despite the slight decrease in enrollment.

During AY17-18, services provided to HawCC students can be broken down into direct (therapeutic) services, prevention/education initiatives, and faculty training and consultation efforts. Direct services are tracked according to the following categories: intake session (initial session), walk-in session (scheduled within 24 hours of appointment time), standard session (ongoing therapy session), and assessment appointment (psychological evaluation performed or completed). As these services are

clinical in nature and must fall into compliance with ethical and legal standards, it is important to note that each session is accompanied by documentation time as records are required to be maintained for each student that enters into services.

<b>DIRECT SERVICES</b>	Intake Session	Walk-In Session	Standard Session	Assessments Completed	<b>Total</b>
Fall 2017	16	29	141	16	<b>202</b>
Spring 2018	25	7	154	25	<b>211</b>
<b>TOTAL</b>	<b>41</b>	<b>36</b>	<b>295</b>	<b>41</b>	<b>413</b>

<b>STUDENTS SERVICED</b>	Amount	New to the Program
Fall 2017	31	28
Spring 2018	39	25
<b>TOTAL</b>	<b>70</b>	<b>53</b>

The above charts summarize the therapeutic services provided during the AY17-18 reporting period. In general, all standard sessions are 60 minutes and assessments run 60-120 minutes. Although crisis sessions were not tracked separately, a handful of the above “standard sessions” were crisis sessions, which typically run 2-4 hours and often involve contacting and coordinating care with emergency services such as mental health crisis services, 911, or the domestic violence shelter. The above chart does not include cancelled or “no-show” sessions (time slots that were reserved for a scheduled appointment, but the appointment did not occur) and so it reflects only completed sessions.

For the sake of context, the below chart is provided to summarize the amount of time taken to provide services for 70 students for a total of 413 sessions.

Session Type	Standard Documentation Time	ESTIMATED TOTAL Documentation Time Performed (Standard Time x Number of Sessions)
Intake (AY17-18=41)	15	10.25 hours
Walk-In (AY17-18=36)	15	9 hours
Standard (AY17-18=295)	15	73.75 hours
Assessment	60	41 hours

**Counseling Center Assessment of Psychological Symptoms (CCAPS):**

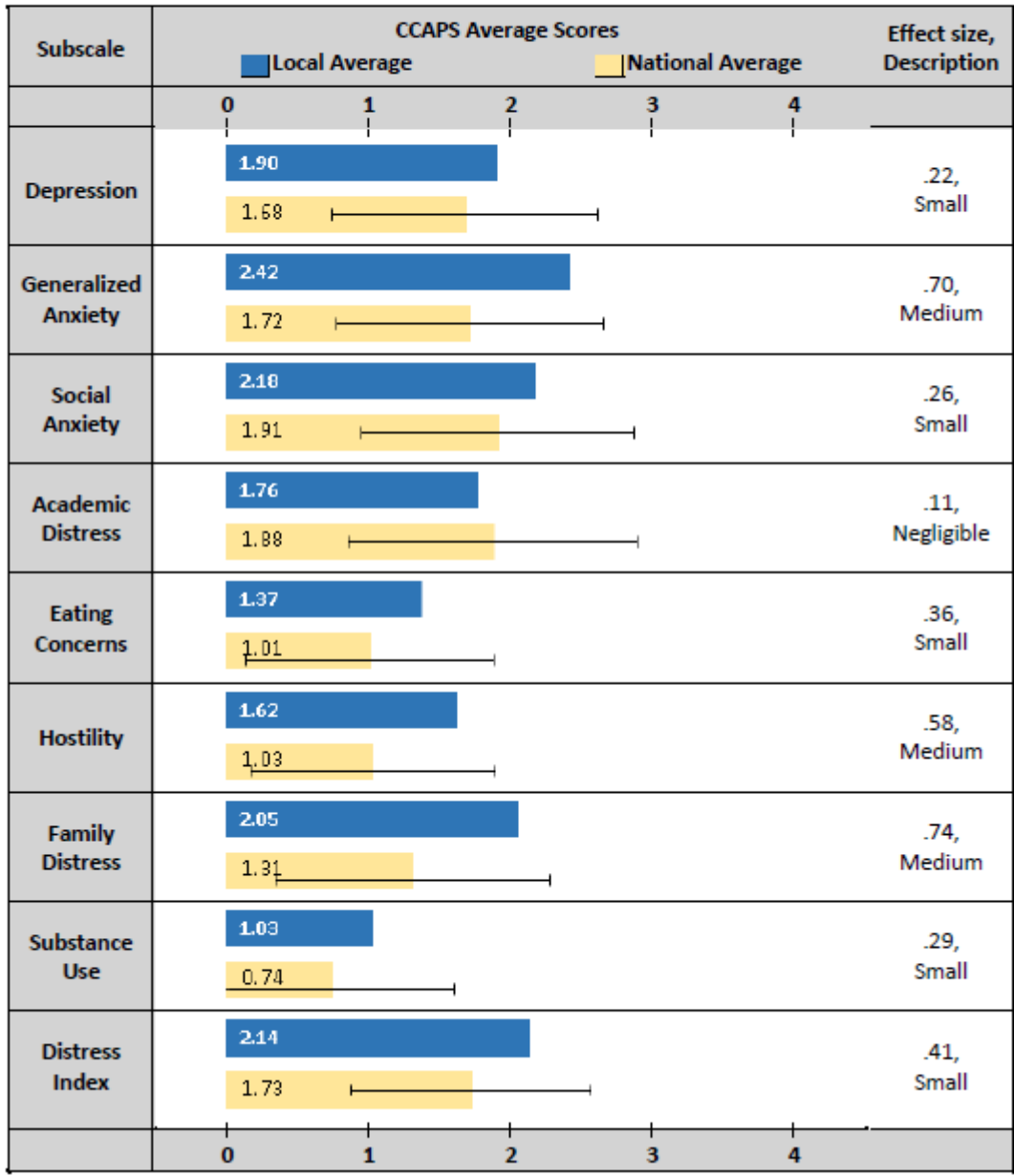
During the AY17-18 reporting period, one of the assessments administered allows for a comparison of students under MWPD to national averages. The CCAPS National Comparison Chart (see below) shows that in comparison to national averages at other college campuses, students entering into MWPD

services at HawCC scored notably higher in areas of Generalized Anxiety, Hostility and Family Distress. In addition, MWPD students scored slightly higher in Depression, Social Anxiety, Eating Concerns, Substance, and in General Distress. These statistics are significant as national trends amongst college counseling centers have shown an increase in the severity of mental health issues.

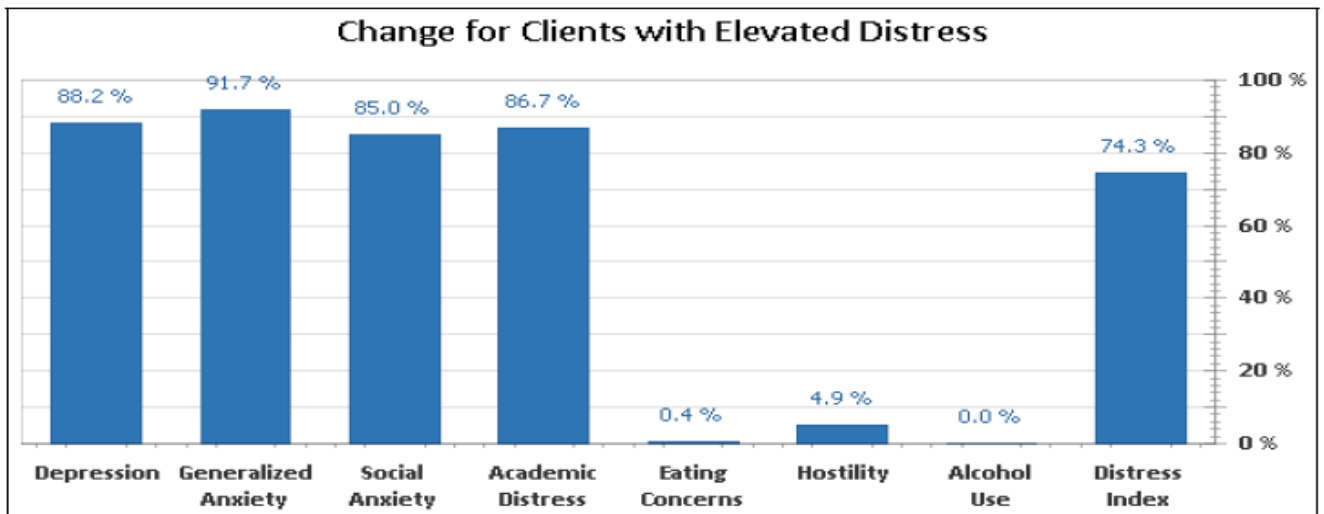
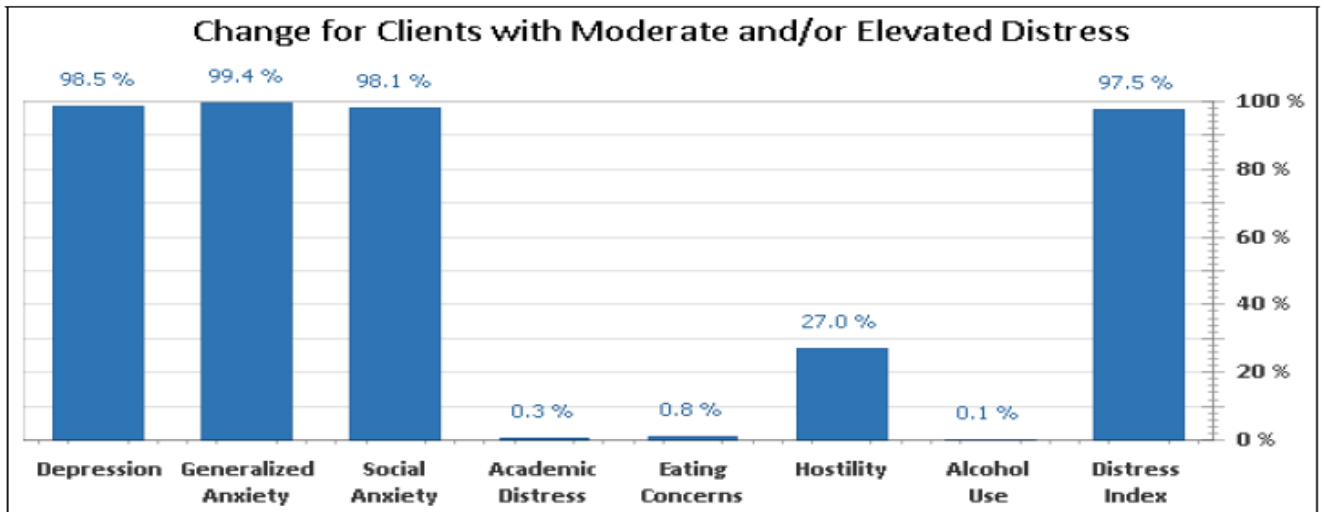
Ver. 2/2017

**CCAPS National Comparison — Initial Distress**

Based upon first scoreable CCAPS-62 Administration per Client, from 7/1/2017 to 6/30/2018  
22 Unique Local Clients compared to the CCMH 2013-2015 national sample of 141,055



In addition to tracking national comparison data, the CCAPS tool also allows for the tracking of change in client scores between pre-administrations and other repeated administrations. The following charts show that for clients who initially presented with Moderate to Elevated levels of distress and continued to engage in consistent services, their treatment responses fell within the 90<sup>th</sup> percentile in comparison to national averages in the following categories: depression, generalized anxiety, social anxiety and distress. For those clients presenting with just elevated distress, treatment response scores fell within the 80-90<sup>th</sup> percentiles for depression, generalized anxiety, social anxiety, and academic distress. This shows that not only are MWPD services being utilized at a rate in line with national averages, but that for those who continue in services, they are showing a high response rate. As shown in the Change for Clients chart below, student's treatment response in the areas of academic distress, eating concerns and alcohol use have been much lower than national averages. This is due to the fact that students rarely present with these issues as identified treatment goals and since services are client driven, sessions focus primarily on agreed upon treatment goals.



### Student Surveys

Recipients of MWPD services are randomly asked to complete a student survey once a semester. This survey serves the purpose of measuring the student’s perceptions of services and their own ability to continue to recognize barriers and seek out help. This survey is not a reflection of clinical progress which is why it is only administered once a semester. Frequent administration of this type of a questionnaire would be inappropriate for MWPD services as it would interrupt the therapeutic relationship and dynamics by inappropriately focusing on the role of the employee/clinician. The chart below show that out of 51 surveys administered, 22 were completed (across AY17-18) resulting in a 43% completion rate. Survey completion may be duplicated as the survey is administered electronically and submissions are anonymous, giving this writer no way of determining if some students submitted multiple times.

Semester Completed	Number Completed	Number Administered
Fall 2017	13 (48%)	27
Spring 2018	9 (37%)	24

Student survey results are summarized in the table below.

Survey Question	Fall 2017 (13 completed surveys)	Spring 2018 (9 completed surveys)
Do you feel you left session with an improved understanding of what brought you in?	100% yes	78% yes
Do you feel that services helped you identify barriers to moving forward or progressing?	100% responded yes	89% responded yes 11% responded that they have no barriers
Do you feel that you have personal strengths/resources/skills that can help you address your concerns?	30% responded “I think I do, but I’m not sure I can do this on my own yet” 70% responded yes	22% responded “I think I do, but I’m not sure I can do this on my own yet” 77% responded yes
Are you aware of a campus or community resources that you can reach out to in the future should you wish to do so?	15% responded no 85% responded yes	100% responded yes

(continued) Survey Question	Fall 2017 (13 completed surveys)	Spring 2018 (9 completed surveys)
<p>Fall 17 Question: Do you feel that the referrals you received were helpful?</p> <p>Spring 18 Questions: How confident are you in your knowledge of and ability to access campus or community resources in the future?</p>	<p>69% responded “yes they met my needs and I will follow up with them”</p> <p>15% responded “yes they met my needs, but I’m not sure I’d ready to seek further assistance”</p> <p>16% responded “I’m already connected with other resources and did not need a referral”</p>	<p>55% responded extremely confident</p> <p>33% responded confident</p> <p>12% responded “I am not confident”</p>
<p>Any feedback on what went well and what could go better?</p>	<p>Students responded:</p> <ul style="list-style-type: none"> <li>• Kate needs a bigger office</li> <li>• Kate assures me that I will be a success in my near future...</li> <li>• I felt heard without being judged.</li> </ul>	<p>Students responded:</p> <ul style="list-style-type: none"> <li>• I liked the experience because it was comfortable to open up which is hard for me</li> <li>• I feel better being able to talk about different issues and ways to redirect my feelings</li> </ul>

Overall, students who completed the survey appear to be satisfied with MWPD services. The limitation of this data is the low completion rate (48% F17, 37% S18). This could be due to limited survey administration opportunity, dissatisfaction, or withdraw from services prior to survey administration.

### **Student Prevention/Awareness**

As a part of MWPD services prevention/awareness initiatives are provided to students. During this reporting period MWPD provided:

- 2 Stress Reduction Workshops
- Suicide Prevention Sign Making
- 2 Program Presentations
- Mental Health in College Presentation to Foster Youth
- Periodic Stall Thought Newsletters



- Mental Health Awareness Tabling

**Consultation and Training for Employees**

MWPD is also tasked with providing mental health awareness to employees as it relates to their work with students. MWPD typically does this by providing consultations. During the reporting period, 11 consultations were provided to instructional faculty. In addition, MWPD provides a representative to serve on the CARE Team (twice a month) which requires the clinician to provide insight as to mental health concerns, impact, and services. Throughout this reporting period MWPD also offered employee training on Crisis Support and MWPD newsletters.

What else is relevant to understanding the Unit’s data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit’s data but are not discussed above.

MWPD is responsible for providing services to both Manono and Pāalamanui campuses. MWPD consists of 1 full time faculty who is responsible for program design, management, provision of services, consultation, trainings, etc. While direct services are prioritized, this faculty member is also tasked with prevention/awareness and consultation on **both** mental health and title ix issues. While MWPD is passionate about providing services around TIX issues, this responsibility does expand the breadth of this position drastically and impacts the capacity of the faculty to grow mental health services any further.

**UNIT ACTIVITIES**

**Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.**

**Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.**

Much of the accomplishments are reviewed above as achieving successful daily operations is a priority. A significant accomplishment though has been this unit’s progress towards becoming a learning clinic. MWPD has created partnerships with both UH Hilo’s master of counseling program and Manoa’s masters of social work program. This initiative not only helps educate and provide practical training for mast level students, but enhances the capacity of MWPD to service the campus.

An additional accomplishment which MWPD has been fortunate to contribute to has been the creation of a CARE team. The MWPD therapist was part of the core group trained in Behavioral Intervention and has contributed much effort to the development of the team and its

policies/procedures. As CARE team has become a more present resource on campus, referrals to the team have increased exponentially. This has added to the load of MWPD as referrals to MWPD have increased as a result. Attached is a CARE team report that summarizes its activities and an addendum speaking specifically to the need for increased mental health services. MWPD and CARE team have worked together along with other units to enhance student success by creating a prevention based approach. In times of necessity, MWPD has also helped in providing intervention to assist in managing and minimizing students' risk of harm to selves or others. Through timely and appropriate interventions, students have been able to make behavioral and academic adjustments that lay the foundation for long term success.

Based on the data provided by CARE team, it is evident that more services are needed to enhance student success. MWPD data shows that many of the students entering into services are waiting until their distress is significant (higher than national averages). MWPD would like to enhance its capacity to provide more prevention services and be a more significant support to CARE team processes. Due to MWPD faculty's limited ability to do more, additional staff are needed to address the low to moderate concerns being presented at HawCC. MWPD has attempted enhance its capacity by taking on interns, but it is clear that this is not enough. It is hoped that in the future the therapist will be utilized for higher risk cases and that low to moderate risk cases can be serviced through brief therapy and case management. Many of our students at HawCC are faced with adversity in housing, food, health care, childcare, etc. It is hoped that a case manager position can increase CARE and MWPD's ability to provide wrap around services that address student's needs across various domains of functioning.

### **UNIT WEBSITE**

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on \_\_\_\_\_ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

## PART 2: UNIT ACTION PLAN

### AY18-19 ACTION PLAN

**Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3). This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.**

The action plan for AY18-19 aims to simplify and prioritize initiatives to ensure that the most important aspects of services are being performed in an intentional and meaningful way. The priorities for AY18-19 are:

1. Provide direct services to the students of HawCC.
  - a. Faculty will reserve 20 appointment slots per week to ensure students continued access to a range of appointment times.
  - b. Blocking of direct service time will include record keeping time.
2. Violence Risk Assessment trainings to be sought out and completed.
  - a. MWPD will enhance its ability to provide HawCC with assessments aimed at mitigating threats of mass violence.
3. Mental health awareness to be increased.
  - a. MWPD has obtained the certification to provide Mental Health First Aid.
  - b. MHFA to be strategically launched.

### ACTION ITEMS TO ACCOMPLISH ACTION PLAN

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.**

**For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).**

**Action Item 1:**

**Continue to prioritize the provision of direct services.**

1. 20 appointment slots will be blocked every week to ensure therapist remains accessible to the students.
2. Sessions will be reduced to the standard 45 minutes to ensure proper documentation is completed in a timely manner.

This goal will help MWPD balance all that it has to do and will ensure that clinical services remain available to students at a rate needed. Therapeutic services have been shown to increase stabilization of students and their ability to cope with their stressors while prioritizing their academic goals.

This goal will contribute UO1 and UO2.

**Action Item 2:**

**Violence risk assessment trainings will be sought out and completed.**

1. HCR-20 training to be completed by therapist.
2. Additional trainings on risk factors to be completed.

This goal enhances students' success by increasing the ability for HawCC to maintain a safe campus. In the past specialists have had to be flown into complete these assessments which impacts timeframe until results are received. By enhancing the ability of MWPD to offer this service, it is hoped that clear practices around utilization and next steps will be further developed and consistently utilized.

This action item aligns with UO1 and UO3.

**Action Item 3:**

**Increase of Mental Health awareness efforts.**

1. Fresh Check Day-an annual mental health awareness event to launch.
2. Mental Health First Aid training to be provided to the campuses.

This action item aims to minimize stigma through awareness events and better equip the kauhale to respond appropriately to those with mental health needs. By creating a more supportive and aware environment it is hoped that early identification of concerning behaviors and constructive referrals will occur hence increase students access to resources and improving their chances for success.

This action item contributes to UO1, UO2, and UO3.

**RESOURCE IMPLICATIONS**

*NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	<ol style="list-style-type: none"> <li>1. Wellness Center: Funding for the development of a space for the wellness center is crucial to enhancing the health and safety of the MWPD and Ha’awi Kokua employees. Both units work with high risk students who frequently escalate. By having another highly trained employee near MWPD the therapists safety will be increased due to the ability for them to support each other and quickly recognize dangerous situations and take steps to de-escalate students or contact security/HPD for assistance. By having these highly trained employees together, it will also increase student health as they can access self-care resources in the wellness center. It is hoped that this will become a safe place for students who are in distress.</li> <li>2. Office Assistant Position: 1 FTE. This position is requested so that they can create a staffed entry space to MWPD services. As of right now, students who are in crisis and seeking MWPD go straight to the therapists’ office. If the therapist is unavailable, they are left standing in a hall way with no support person to triage their need or assist them in scheduling. It has been reported that this has deterred students from engaging in services in the</li> </ol>

	<p>past. This position would round out services and increase safety of students. In times where the therapist has been in crisis sessions, sessions have been interrupted to cancel other sessions. An office assistant could assist with this which would increase the therapist’s capacity to stay present with those in need.</p> <p>3. Case Manager Position: This position is needed to service both campuses. Due to increased MWPD and CARE team referrals, it has been identified that there are many students on our campus who are in crisis or on the brink of it and our campus has no designated person to provide them resources and care. CARE team is staffed by faculty who have full-time duties and who are primarily on CARE to assist with assessment. A case manager position would support both CARE and MWPD by being the primary follow-up person. This position would allow for services to be scaled based on students assessed level of risk. For example if a student scores at moderate risk they could be required to meet with a case manager “x” number of times. Since this is not a clinical service, informed consent and confidentiality would not be a barrier, allowing for the case manager to communicate back to the CARE team, VCSA, Student conduct committee freely and MWPD therapist freely. This position is needed to reduce liability to the campus as we do have a responsibility to attempt to support students in crisis and prevent escalation. This position would provide key follow-up to issues that do not rise to the level of or go beyond the scope of therapeutic intervention.</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>APT A Position: 1 FTE 6 months procurement</p>
<p>Explain how the item(s) aligns with one or more of the strategic</p>	<p><b>HGI 1:</b> By targeting underserved populations our campus needs to embrace that many of these students may come</p>

initiatives of 2015-2021 Strategic Directions:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

with increased barriers and that in order for them to succeed additional support and coordination with community resources is needed. We cannot necessarily solve all of their problems, but we can create a case management resource that will serve to build connections and resources prior to crisis occurring.

**HGI 2:** An effective case manager will minimize crisis and therefore improve students' opportunity to persistence.

**HGI 4:** Case manager position will service Pālanui as well. This will enhance the availability of student support services

**HI2 Action Strategy 1:** The case manager position, wellness center and office assistant would round out MWPD services which would allow for more creative programming and data collection. This would be a wonderful foundation for research as there are few examples of culturally responsive college mental health services.

**HI2 Action Strategy 2:** The rounding out of MWPD services would position this unit to continue to be a major internship opportunity for Hawaii Island master level learners. The master of counseling and social work program often struggle to find clinical placements for their students. HawCC has a unique opportunity to offer this as MWPD is designed to offer a range of learning opportunities in a setting that prioritizes culturally grounded treatment approaches.

**21CF Action Strategy 3:** The requested funding/positions would increase HawCC's ability to provide a safe, healthy and discrimination-free environment. The case manager position would increase our ability to provide best practice responses to identified safety issues and would work to minimize escalation of students in crisis. In addition, the wellness center would provide students with a much needed safe space to de-escalate and learn more about how to regulate their emotions. It is hoped that the wellness center will house the TIX confidential resource which will increase their visibility standing on campus. This center would function as a resource center which will increase students' access to information around TIX and community

	resources. The Office Assistant position will ensure that students seeking confidential services will be met by an employee who can schedule and connect students to these resources in discreet and respectful ways. As of right now, those seeking MWPD services are redirected to Ha’awi Kokua when the therapist is in session. While this has been a helpful arrangement and only 1 staff member is allowed access to the MWPD calendar, many students refuse to schedule with them due to perceived confidentiality concerns around scheduled with a staff from another program.
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### **PART 3: UNIT OUTCOMES ASSESSMENTS**

**For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18**

#### **Unit Outcomes**

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website: <http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php>

<b>UO #</b>	<b>UNIT OUTCOMES (text)</b>	<b>Aligned to ILO #</b>
1	Through participation in the Mental Wellness and Personal Development service, students will report that they have increased insight into their concerns and the personal resources/skills they can utilize to move forward.	1, 2, 4, 5
2	Students will have the ability to seek out campus and community services as necessary.	2, 4, 5
3	Faculty/staff will report that they feel supported and encouraged to seek clinical consultation with the Mental Wellness and Personal Development service as they develop a deeper understanding of mental health/abuse-related issues and how they impact students.	1, 2, 3, 5
<b>SLO#</b>	<b>STUDENT LEARNING OUTCOMES (text)</b>	<b>Aligned to ILO #</b>
	(not applicable)	



### Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
1	<p>Measures:</p> <ul style="list-style-type: none"> <li>a) The following outputs will be tracked and analyzed for the purpose of determining student participation in services:               <ul style="list-style-type: none"> <li>i) # of students who completed an intake appointment</li> <li>ii) # of walk-ins serviced</li> <li>iii) # of sessions provided</li> <li>iv) # of assessments completed</li> </ul> </li> <li>b) Student participation will be measured against national averages and will be expected to increase over time.</li> <li>c) Evaluations will be collected from students via an anonymous drop box and/or an anonymous online survey. Surveys will be administered on a random basis at various points of services. The following data will be collected:               <ul style="list-style-type: none"> <li>i) Students will report an increased understanding of their current stressors.</li> <li>ii) Students will report that services helped them identify barriers to moving forward.</li> <li>iii) Students will report that they recognize the personal skills/resources they possess that will help them move forward.</li> </ul> </li> </ul>
2	<p>Measures:</p> <ul style="list-style-type: none"> <li>a) The following outputs will be tracked and analyzed to determine if staff are assisting in increasing students' awareness of campus and community resources:               <ul style="list-style-type: none"> <li>i) # of referrals to campus resources</li> <li>ii) # of referrals to community resources</li> </ul> </li> <li>b) Student evaluations will be analyzed to determine if students report possessing the knowledge of the campus/community resources that are available to them.</li> </ul>
3	<p>Measures:</p> <ul style="list-style-type: none"> <li>a) The following outputs will be tracked to determine the amount of services the Mental Wellness and Personal Development Service has provided to faculty/staff:               <ul style="list-style-type: none"> <li>i) # of clinical consultations provided</li> <li>ii) # of trainings provided</li> <li>iii) # of psycho-educational materials shared with faculty/staff</li> </ul> </li> </ul>

	<p>b) Evaluations will be distributed to faculty/staff who have engaged in training or clinical consultation with the Mental Wellness and Personal Development Service. Data will be collected and assessed on the following questions:</p> <ul style="list-style-type: none"> <li>i) How did you hear about our services?</li> <li>ii) Do you feel that you have a better understanding of how the issue may impact your students?</li> <li>iii) How likely are you to seek out consultation/training again in the future? (5pnt Likert Scale)</li> </ul>
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### Results of Unit Outcomes and Student Learning Outcomes Assessments

**For each UO/SLO assessed in AY17-18 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**UO/SLO#1:** All quantitative results are presented under unit data under Unit Data section starting on page 3. Student participation is on track with national averages and the majority of students surveyed report 1) an increased understanding of their stressors, 2) that services helped them identify barriers to moving forward, and 3) that they recognize the personal skills/resources they possess that will help them move forward.

**UO/SLO#2:** All quantitative results are presented under unit data under Unit Data section starting on page 3. Campus and community referrals were completed in an appropriate manner. Majority of students surveyed responded positively to these referrals although some reported not feeling ready to follow-up with them. This may reflect individuals who were not done with treatment at the time of survey administration or the need for ongoing case management.

**UO/SLO#3:** All quantitative results are presented under unit data under Unit Data section starting on page 3. Although consultations and trainings were provided employee evaluations were not administered. MWPD has experienced low response rate to these in the past and has found it excessive to administer a satisfaction survey to peers every time they wish to consult. This outcome needs to be modified.

### Other Comments

**Include any additional information that will help clarify the unit's assessment results, successes and challenges.**

A primary challenge this unit has face has been sustaining a balance between duties required as a one-person unit. Due to this, thing such as survey administration and employee training has

suffered. This unit will always prioritize student services and so increased capacity to provide additional services will require more staffing.

**Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.**

Please see Unit Data section.

### **Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY17-18 assessment results.** Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

**MWPD aims to streamline its services by advocating for the proposed case manager position, wellness center and office assistant positions. These added supports will allow MWPD to offer more in depth services around threat assessment to the campus while allowing more time to offer trainings and workshops. MWPD will be working with EdVance to launch Mental Health First Aid. This will be the primary source of mental health training for the campuses. In addition, MWPD will launch Fresh Check Day as an annual mental health awareness event for Manono campus. By streamlining education and prevention work, more consistent data can be collected. Direct services will continue as is for both campuses.**