MISSION

To offer a wide array of mental health and wellness services that support the academic, social-emotional growth and well-being of students and educate the campus community in the context of mental health & wellness and violence prevention. Services are free and confidential.

PROGRAM GOALS

1. Provide students with a safe and comfortable setting to explore academic, social-emotional – behavioral and personal issues that may impact academic success in college.
2. Provide short term personal counseling and /or crisis intervention services to registered students on campus.
3. Provide psycho-educational events and activities for campus community to learn about college mental health and violence prevention issues in an effort to support and enhance academic progress and personal well-being.

LEARNING OUTCOMES

SERVICE OUTCOMES

As a result of using the services provided by the Wellness Office, students will be able to:

- Develop a greater understanding of mental health conditions and be able to recognize situations that may impact their academic performance and emotional well-being as a result of participating in brief individual counseling, crisis counseling and or enrichment activities.
- Students will be able to identify various proactive behaviors that will increase their knowledge of wellness related behaviors, positive symptom management, personal safety and well-being as a result of participating in mental health related programming.
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- Identify and access mental health services/resources on-line and in person to obtain information that will enhance academic progress and personal growth and development.

POINTS OF PRIDE

Historically, points of pride for the WO office have included the annual health and wellness fair, completion of Perkins mental health wellness grant and campus exhibits and activities related to mental health and violence prevention. The points of pride for this academic year have been difficult to complete and assess because this is a one person department. The academic year, the scope of services for the WO focused on providing personal and crisis counseling, limited classroom presentations and program/service development for the department.

ASSESSMENT ACTIVITIES 2013-2014

Learning / Service Outcome 1

Students will develop a greater understanding of mental health conditions and be able to recognize situations that may impact their academic performance and emotional well-being as a result of participating in brief individual counseling, crisis counseling and or enrichment activities.

This SLO was chosen in an effort to increase students’ knowledge based about mental health related conditions, its impact on their personal life and college experience and to reduce stigma associated with mental health conditions. Personal counseling, crisis intervention services and classroom presentations provided to students about mental health and wellness issues and campus/community resources are essential to developing and sustaining academic progress and maintaining personal well-being (ie. self-care and self-help) to meet personal, academic and life goals.

Does your outcome link to one of the college’s Institutional Learning Outcomes?  _X_ Yes ___ No
If Yes, which one (check all that apply):

___X_ Critical Thinking  ___ Quantitative Reasoning
__X__ Information Literacy  ___x_ Career Preparation
__x__ Effective Communication  ___x_ Community Awareness and Social Responsibility

Methods and Measures:
- Number of contacts in Titanium Software
- Process check list
- Mid-point and end of counseling questionnaire
- Number of resource sheets/brochures distributed to students

Findings:

During the course of the 2013-2014 academic year, there were a total of 578 student contacts (appointments) made with the WO. Of this number 112 were unique student contacts and a total of 332 appointments attended. Of this total, there were 401 personal and crisis counseling appointments scheduled for the academic year of which resulted in 219 attended appointments with 34 unique students.
The personal area of concern process checklist, the informational brochures, mid and end point counseling questionnaire were created during the Spring semester and will be completed by students who commence counseling services Fall 2014. Given the fact that the assessment tools were recently developed to collect data in this area, the WO decided to use an existing WO service termination evaluation to capture data for this report. The WO service evaluations were distributed by the WO graduate intern to students via email or phone contact during the Spring of 2014.

7 out of the 12 evaluations were completed by students. The data showed 71% of student felt the counselor understood their feelings, 71% felt the counselor was sincere and genuinely tried to help, 85.7% felt accepted as a person, 85.7 thought the counselor ethical and took the job seriously, 85.7 felt the counselor helped them to express their feeling, wants and desires, 85.7% felt the counselor encouraged them to develop insight into self, 85.7% felt the counselor encouraged them to take responsibility for their own feelings and actions, 85.7% felt the counselor encouraged them to trust their own power and ability to change their life, 85.7 trusted and could talk openly with their counselor, 85.7% felt the counselor helped them to acquire skills that enabled them to effectively cope with and resolve problems in their life.

Decisions / Recommendations:
Given that the majority of the assessment tools (personal concern checklist, informational sheets, brochures, mid-point and end point counseling questionnaire) for this SLO were created during the spring semester it was not possible to collect data for this SLO. Data will be collected using the forms created for the first time during the fall 2014. The titanium software product stores, complies and provides a wealth of data about WO and its daily operations and services provided on campus. The software was instilled and configure by this counselor with minimal tech support. I would like to recommend further training to ensure accuracy and understanding of data input and reports.

Learning / Service Outcome 2

Students will be able to identify various proactive behaviors that will increase their knowledge of wellness related behaviors, positive symptom management, personal safety and well-being as a result of participating in mental health related programming. This SLO was chosen in an effort to promote awareness and education of mental health and sexual violence issues and expose students to information and resources that will support critical thinking, self- awareness and the development of interpersonal skills of which are essential to develop and sustain academic progress and personal well-being.

Does your outcome link to one of the college’s Institutional Learning Outcomes?  _X_ Yes  ___ No
If Yes, which one (check all that apply):

_ X_ Critical Thinking  ___ Quantitative Reasoning
_ X_ Information Literacy  ___x_ Career Preparation
_ x_ Effective Communication  ___x_ Community Awareness and Social Responsibility
Methods and Measures:
- Annual Mental Health & Wellness Fair
- Depression Screening
- Alcohol Screening
- Anxiety Screening
- Classroom Presentations
- Mentor Violence training
- Sexual Assault/Domestic Violence Exhibits

These activities were measured by using sign in sheets and mental health screening data and classroom presentation evaluations.

Findings:

During the 2014-2015 academic year, the WO conducted 11 classroom presentations with a total of 130 student participants. The post evaluations that were collected from classroom presentations have not been tallied as of this report. There were 14 outreach/educational programming events held this academic year with a total of 26 student contacts. The outreach/educational programming focused on depression, eating disorders, alcohol awareness and screening and sexual assault. The table top programming was conducted in the main lobby of building 6 with an 8 foot display, table with informational sheets and option for personal screenings via ipad. Programming was made available for students, faculty and staff including the general public. A graduate student was available at least once a week for 1-2 hours to interact with individuals interested in learning more about the educational programming. It was during those interactions, the graduate student was able to tally the number of interested individuals who stopped by the table. When the resource table was unstaffed we opted to tally the number of brochures and informational sheets left at the table to determine the number of people who may have stopped by. That count is not included in these current numbers. General data (sign in sheets, evaluations) were collected and inputted into Titanium Software.

Decisions / Recommendations:
To gain the full impact of this outreach/educational effort, it is necessary to have a designated person available at each tabling event to engage with the general public about the mental health and wellness topics. As a one person department managing this effort even with assistance from graduate interns was helpful but still a challenge because our primary work is directed at providing direct clinical services (counseling/crisis intervention) to students in need. I would like to recommend maintaining current graduate internship program and developing partnerships with other on campus services and student programs to assist with this outreach/educational effort until hiring a full-time mental health education specialist can be considered.

Learning / Service Outcome 3

Students will be able to identify and access mental health services/resources on-line and in person to obtain information that will enhance academic progress and personal growth and development.

Does your outcome link to one of the college’s Institutional Learning Outcomes?  ___X__ Yes  ____No
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If Yes, which one (check all that apply):

- [X] Critical Thinking
- [X] Quantitative Reasoning
- [ ] Information Literacy
- [ ] Career Preparation
- [X] Effective Communication
- [X] Community Awareness and Social Responsibility

Methods and Measures:

- Re-Design of WO website to be measured by completion of project and # of hits to website.
- Revised Campus and Community Resource Sheet
- Q&A sheet for helping students to connect with community resources

Findings: Website redesign and is in its final stages of completion and will be live at the start of the 2014 fall semester. Revised campus and community provider sheets were developed during the spring semester and will be available on-line and in person at the start of the fall 2014 semester. During the 2014-2015 academic year the WO website and informational sheets/brochures will be monitored and data will be collected for next annual report.

Decisions / Recommendations:

This was a tremendously large project to have to create and develop as a one person department. The lack of available resources from the WO impacted the length of time needed to complete this project. There is still more work that needs to be done to complete this project in full but the necessary and critical information needed for the website to go live has been identified and developed for the site.

PLANS FOR THE COMING YEAR 2014-2015

The plan for the 2014-2015 academic year consist of:

- Relocating and reconfiguring the new WO workspace. At the end of the spring semester, I was informed the WO would be relocating to another office space in building in 6. I in the process of packing and moving offices.
- Managing and monitoring the above SLO’s and identifying new areas of potential growth and development for this department.
- A more concise and clear plan with assessment goals will be developed and submitted to the DOSS following the relocation of the WO. Target date is the end of August 2014.

SUPPORTING DOCUMENTS & OTHER DATA

1. Titanium Software data form reports
2. WO Informational Sheets/Brochures (10)
3. WO Resource Card
4. Personal Areas of Concern Checklist
5. Class Presentation Checklist
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6. Initial Confidential Survey: Your Situation and Your College Experience
7. Follow-up Confidential Survey: Your Situation and Your College Experience
8. Branches and Roots Form