

2014-2015 Student Services Program Review

Program Name: **Health Services Center**

Program Contact: **Bartels, Sharon L.**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/30/2015 04:45 PM**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The CSM Student Health Center provides comprehensive health services, in order to remove physical and emotional barriers that may impede **academic success**. Services include, but are not limited to birth control, diagnosis and treatment of episodic acute illnesses, prescription medication, physicals, lab work, first aid, health education and referral. The Health Center **supports academic programs** by providing low-cost screening physicals, immunization and lab work for students entering a specific program, or **transferring** to a four year institution. Additionally, the Health Center frequently serves as the clinical experience for the Medical Assisting students. The Health Center is welcoming of all students. It endeavors to provide a **safe zone** for all.

With every encounter with students seeking services in the health center, we foster their critical thinking skills and work with them on impulse control. Students are learning about the responsibility, personal and social, that accompanies decision making. We strive to assist them in making responsible, informed choices. The choices they make will impact them and society at large.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

For academic year 13/14 the SLO's which were assessed were for: Birth Control and the Affordable Care Act. The Birth Control SLO was revised from the year before. We used a "pre" test about birth control method and then used it as a teaching tool. This created a great discussion and we were able to focus on the individual needs of the student.

In 13/14 we also did outreach and education about the Affordable Care Act. All students presenting to the health center, who did not have health insurance were given information about ACA. We gave a pre and post test about ACA. There was an 80% increase in knowledge.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

We always look at utilization and services offered. Over the years our utilization numbers go up and down. However we have been seeing more complex health and mental health issues. These issues require more of a providers time. For example in 13/14 our total clinic visits dropped 20%, however the number of services provided remained high.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment

results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

The health center supports academic success by: treating illness and promoting health; by providing direct support during times of crisis; and by providing the direct services needed to complete their program of study and/or transfer.

The health center supports the following GE SLO's: 1. Critical thinking, 2. Social Awareness and Diversity and 3. Ethical Responsibility/effective citizenship. Students are engaged in using these skills when making important choices around issues such as : drugs and alcohol use, birth control and STD's, or interpersonal relationships.

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, **Planning, Research and Institutional Effectiveness (PRIE)** reports and other data sources as appropriate.

11/12: total clinic visits were 1298

12/13: total clinic visits were 2018. This is almost a 60% increase in clinic utilization. I believe this is a direct result of having a larger, more private health center.

13/14: total clinic visits were 1636. This is almost a 20% reduction in utilization. I believe this is a reflection of our decreased enrollment as well as the increased complexity of the student issues that present in the health center. Although we saw less numbers of students, we provided 2646 different services.

In addition to clinic visits, the Health Center held 2 health fairs. Attendance was approx. 400 at each event

Grand total: 1636 and 800 = 2436 student contacts.

2. Discuss any differences in student program usage across modes of service delivery.

Each year student seem to come into the health center with increasingly complex issues. The majority of the students need the services of a Nurse Practitioner or Physician. During 13/14 I was needed more at Skyline and my replacement was an RN, with more limited services available. This affected our overall utilization.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

The staffing for the health center is extremely efficient, bare bones efficient. I am full time, and my part time nurse works 3, 6 hour days. Her hours are during the busiest times of the days. Having two of us working on Mondays is extremely important. We are generally extremely busy on Mondays, and students are always in a hurry. The other two days, in addition to having two providers, it enables me to go to Canada and meetings as necessary.

We encourage our students to make appointments. However, about 80% of our visits are drop-ins. When we move to an Electronic Medical Record, I am hopeful that students will make appointments on a more regular basis.

3. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

The Affordable Care Act has impacted our health center. We have seen an increase in more complex medical and psychological issues. These students require more time from the providers, and more coordination of support services.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In the Spring of 2014, Skyline College decided to separate from our district consolidation. Although this is most unfortunate for our students, I have been able to spend more time at CSM and Canada.

CSM and Canada health centers are in the process of purchasing an Electronic Medical Record. This will allow students to be treated at either of our health centers, seamlessly.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

"When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied." Herophilus

It is widely known that you need a healthy student before you can have a successful student. Health and academic success are intertwined.

We also know that the college aged student is discovering their freedom to make choices. Thus they need guidance on how to make the best personal choices. Because of this it is very important that we have a strong health promotion program. For years I have wanted to hire a full time health education specialist/outreach worker. We need one person dedicated to doing the prevention outreach, and working with the students and peer educators. We have a successful clinic and a wide variety of services, but we need to augment our program with effective health promotion. The health fairs held each semester are a start, but certainly not enough. With our skeleton crew we are not able to offer a more comprehensive health promotion program. On three separate occasions we have had a grant funded position. Each time we were able to demonstrate that they are vital to the mission of prevention education. It is time to institutionalize this position.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

We have a diverse population, and our students come with many challenges. More sensitivity training about the needs of our students would be helpful.

Specifically we need to work to create a more welcoming environment for our LGBTQ students.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

I think it would be very helpful if we had some joint meetings of Instruction and Student Services. At these meetings various programs and services could be highlighted. Often we work in silos and don't understand the concerns or activities of other departments. This could be a beginning to foster collaboration.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

I intend to retire within the next two years. We should hire a Nurse Practitioner that can work along side of me. This person would then be able to keep the clinic functioning when the time comes to find a new Director.

Equipment and Technology

We have purchased the EMR and are learning how to use it. Thank you!

Instructional Materials

NA

Classified Staff

Within the next couple of years, our Medical Director will retire. We should be hiring another part time MD who can gradually assume responsibility from Dr. Nichols.

Facilities

We have a wonderful health center. However we need to make our bathrooms unisex and accessible. I know that we are in the plans to be remodeled, but this particular issue should be corrected as quickly as possible.

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. Hire a full time Health Promotion Specialist/Outreach Worker.. This person works directly with the students, fostering their critical thinking skills and promoting healthy choices.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Full-time NP	one

Equipment and Technology

Description	Cost
none	

Instructional Material

Description	Cost
NA	

Classified Staff

Description	Cost
Full-time Health Promotion Specialist/Outreach Worker	\$50,000

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
NA	

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

Courses to be updated	Faculty contact	Submission month
NA		

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Sharon Bartels	6/15

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Sharon Bartels	6/15