

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

G R O S S M O N T
C O L L E G E



Revised: July 2017

STUDENT HEALTH SERVICES

STUDENT SERVICES PROGRAM REVIEW

SECTION 1 – MISSION

Name of Program:	Student Health Services
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PURPOSE OF SECTION 1.1 and 1.2: To help the committee understand how the department/program supports the mission of GC.

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	The mission of the Grossmont College Health Services Office has a student centric foundation. The objective is to provide quality health care to students and the campus population, promote the importance of health and wellness, be a support system for student academic success and enrich the “Quality of Campus Life” for students. The staff are dedicated professionals who believe in a caring work ethic and value the relationships built with each other, students, faculty, staff and community.
Mission’s relationship to College mission:	Health Services is designed to promote resiliency through quality health care, educational programs, and creative activities that prepare students to embrace opportunities to foster their personal growth and development.

1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	<p>Suggestions and plans to improve the Mission Statement include:</p> <ul style="list-style-type: none"> ● Specifying the roll of SHS as defined by District policy and procedures BP 5200, AP 5210, AP 5050 (see appendix). ● Using specific language regarding how the office contributes to the “quality of life” and “academic success”. ● Addressing sensitivity to multicultural, diverse and underserved populations. ● Recognizing the department’s commitment to provide a safe environment, with confidentiality to all services, visits and documents. ● Include “mental health” or “entire wellbeing”. ● Specifying the office shall serve as the primary resource in the delivery of accurate information, education, and communication to the GCCCD community by monitoring health emergencies/outbreaks/concerns.
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SECTION 2 – DEPARTMENT OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS.

PURPOSE OF SECTION 2.1: To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.

2.1 Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>Grossmont College has supported a Health Service related program since the institution's beginning in the early 1960's. The original program name was Health and Safety Office.</p> <p>1978-79: The state of California passed a mandated law for community colleges to charge students a Health Fee to support the purchase of medical liability insurance for every registered student to cover the health care cost for any campus related injuries. The balances of the funds are to go toward the operation of a Student Health Services Office.</p> <p><i>"The health supervision and services fee which the governing board of a district may require students to pay shall be expended only to cover the direct and indirect costs necessary to provide any, all of, or a portion of the student health programs and services approved by the governing board for offering within the district."</i> Authority Cited: Section 54702, Education Code</p> <p>1990: The Health and Safety office at Grossmont College became the Student Health Services Office. The "Safety" role was transitioned to the District Risk Management office. The first Registered Nurse was hired and, with the guidance of the Assistant Dean of Student Affairs, was given the opportunity to create and develop a Health Services program.</p> <p>1998: The Board of Governors Grant waiver allowed for a waiver of the health fee for students who qualify.</p> <p>2000: The Registered Nurse position was reclassified to a Nurse Practitioner position.</p> <p>January 2002: An additional full time Registered Nurse position was approved.</p> <p>March 2004: Registered Nurse Supervisor retired.</p> <p>April 2005: After several attempts to have existing staff act as interim supervisor the Assistant Dean of Student Affairs become supervisor until position could be filled.</p> <p>May 2006: The clinical staff consisted of one full time Nurse Practitioner, one full time Registered Nurse, one part time Registered Nurse, one part time L.C.S.W., and one full time Health Services Specialist.</p> <p>June 2007: Both the Nurse Practitioner and Registered Nurse resigned, leaving two part-time Registered Nurses and a Health Specialist. Due to the lack of medical supervision, many services were cut including vaccinations, TB testing, lab testing, and emergency response. The office remained without a Registered Nurse Supervisor until a competitive salary schedule was implemented for both contracted Registered Nurses and Nurse Supervisors in the 07/08 academic year.</p>
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2007/08: A Supervisor was hired and work began to rebuild the Health Services Program, starting by filling the contracted full time RN position. Services that had been cut were reestablished and evaluated. It was determined that a wider population of students would be served by creating a second Registered Nurse Position while the Nurse Practitioner position remained unfilled.

August 2009: The 1.0 FTE secretary retired, leaving the .40 contracted part-time clerk (evening). The secretary position was frozen.

September 2010: TA second full time Registered Nurse was hired. Medical services and hours were restored and office visits increased.

July 2011: As with the entire campus the Health Services office was forced to release all part time employees. This included both of the part-time nurses, the short term hourly clerk and the L.C.S.W., thus eliminating mental health counseling. SHS now consisted of a RN Supervisor, one Full time RN, one part time clerk and one full time Specialist. No nursing services or hours were cut and the increase in student visits continued.

October 2011: A National College Health Survey conducted by the American College Health Association indicated a need for greater Health Promotion with particular attention to mental health.

November 2011: A full time Registered Nurses resigned. As effort began to fill the position, a serious matter with the budget had been discovered. Not only was the state of California in drastic financial duress, the Student Health Services had a financial crisis of its own. It seems that the reserve funds it had saved from the years of unfilled positions had all but been exhausted. The Health Services Budget is funded solely by the students who pay a \$14 health fee with the exception of students who receive a BOG waiver. The increase in students receiving a BOG waiver had not been recognized as a threat to the program. After analysis of current and future funding, it was determined that the situation was dire. In order to finance the Health Services Program and pay for the liability insurance an additional source of funds had to be established. The options were A) mandate that BOG waiver students be required to pay the health fee and or B) to raise the health fee.

December 2011: This information was presented at the Governing board Meeting with a proposal to raise the health fee. A raise in the health fee to \$18.00 and \$16.00 was approved

November 2014: SHS hired a an adjunct mental health counselor, to meet a growing mental health need on campus. The L.C.S.W. hours were increased; health fairs and monthly health related events were scheduled and advertised in a monthly calendar created by the Health Services Specialist. Particular attention was paid to mental health and counseling services provided by the L.C.S.W. Office visits continued to increase.

March 2015: A Registered Nurse was hired, but left in November 2015. It was decided to hire a full time Mental Health Counselor instead of a full time nurse. Nursing has not had additional nursing staff since this time. Health Services is currently working with one Supervisor/Registered Nurse and one Registered Nurse Staff Nurse.

September 2016: A mental health counselor was hired full time.

	<p>June 2017: In order to expand SHS services, the health fee was raised to \$20 and \$16.</p> <p>April of 2017: Two additional adjunct time mental health counselors and a mental health intern were added to the program.</p>
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PURPOSE OF SECTION 2.2 & 2.3: To help the committee understand your department/program and key services provided through your program and the population it serves.

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population Information:	<p>Although it may be necessary that services, personnel, and supplies be used and called upon to ensure the health, safety and well-being of the entire campus community, access to services are promoted and intended to be utilized by all students enrolled during the semester they are enrolled.</p> <p>Nursing, clinical, and services requiring a licensed professional are restricted to currently enrolled students.</p> <p>Life threatening, general office and or health education related matters are addressed immediately and regardless of student status.</p> <p>All new and existing employees may utilize SHS for TB testing and clearance of TB infection. SHS is reimbursed \$6.90 by district funds per employee TB test and TB Risk Assessment. Medical consultations for follow up chest-ray and questionnaire are paid by the employee. SHS provided 901 TB tests and additional 131 TB assessment services for employees of the GCCCD 2014 thru 2016.</p>
Needs:	<p>Grossmont College top 5 utilization identified by SARS data (unduplicated ID #):</p> <ol style="list-style-type: none"> 1. TB testing 2. Medical visits (colds/flu/allergies/headaches and various symptoms with health education) 3. Vaccinations 4. Mental health 5. Lab Testing <p>Top 5 utilization (may have been duplicated no ID # required for service)</p> <ol style="list-style-type: none"> 1. Condoms-STD prevention 2. Feminine supply 3. Band aid 4. Cough drops/cold kits 5. Water <p>American College Health Association identified the top 5 health needs of college students (2015):</p> <ol style="list-style-type: none"> 1. Mental health 2. Colds/flu/allergies 3. Alcohol issues/accidents 4. Sleeping irregularities 5. Nutrition/diet

	<p>Centers for Disease Control top 5 college student health concerns (2015):</p> <ol style="list-style-type: none"> 1. Nutrition/diet 2. Sexually transmitted diseases 3. Vaccinations 4. Sleep irregularities 5. Mental health
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2.3 Please list and describe the key services provided through your program.

Service:	Description:
Clinical Services	<ul style="list-style-type: none"> ● Assessment, intervention, and referral for health services ● Advanced first aid ● Health appraisal ● Communicable disease control ● Teaching and research ● Laboratory services ● Crisis management ● Vision Screening ● Hearing Screening

Outreach/education	<ul style="list-style-type: none"> ● Suicide prevention -yellow ribbon ● Sexual harassment/assault recovery ● Student insurance programs ● Domestic violence /healthy relationships ● Blood drives ● Breast cancer awareness/education ● HIV education/testing ● Hepatitis A/vaccination/education ● Stress reduction ● Blood pressure/education ● Nutrition ● STD/STI prevention & education ● Drug & Alcohol- Red Ribbon ● Health Fair ● Skin cancer ● Heat illness ● Food safety ● Smoking cessation/hookah/electronic cigarettes/vaping
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PURPOSE OF SECTION 2.4 & 2.5: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the

recommendations from the last program review in this section.

<p>SSPR Recommendations:</p>	<p>Better track the services you provide and desegregate those services by demographics, and enrollment status</p>
<p>Department/Program Response to Recommendations:</p>	<p>Student GCCCD ID numbers have been compiled by semester and can be submitted to the research department for demographic review.</p>
<p>SSPR Recommendations:</p>	<p>Reevaluate the reason chart and codes for relevancy and better data tracking. The duplication of the “reasons” was hard to understand. There are “reasons” that are not reasons, like “drop-in’s”. The program should provide a summary of explanation for reason code summary report.</p>
<p>Department/Program Response to Recommendations:</p>	<p>HS Staff recognized the need to track specific services provided, by: breaking down larger services into several services. For example a “medical visit” could break down to “heat pad, vitals, OTC meds, cold kit, off campus ref, health education, and verbal instruction” Emphasis has been put on the importance of having students “sign in” in order to capture their GCCCD ID number before providing services. Without ID number there is little way to identify demographics of services being utilized. A compiled “service usage summary report” is reviewed throughout the semester to identify utilization of services. Days and times are also reviewed and have been useful when planning special events and service hours. An explanation for reason code summary report has been submitted with the appendix of this program review.</p>
<p>SSPR Recommendations:</p>	<p>The Health Services Office should consider building a mental health component into their services.</p>
<p>Department/Program Response to Recommendations:</p>	<p>HS department staff worked closely with GCCCD human resources, union agencies, budget analysts, faculty senate, and facilities, to develop a mental health component. A job description was written, position requested, and upon governing board approval a 1.0 FTE Licensed Clinical Social Worker was added to the district faculty. The new position and related program staff are housed in the SHS office and supervised by the Dean of Student Affairs. Two additional adjunct mental health counselors and a mental health internship program (MOU with San Diego State) have also been developed and added to the HS office program.</p>
<p>SSPR Recommendations:</p>	<p>Continue outreach to all college communities and possibly work with ASGC in promoting the services of the Health Services Office.</p>
<p>Department/Program Response to Recommendations:</p>	<p>Developing and maintaining relationships with new and existing programs, services, organizations and clubs is part of the SHS staff development plan. As the districtwide community is reorganized, new programs, departments and staff have joined the community we serve. SHS recognizes the importance of becoming familiar with new programs and welcoming those who have joined our campus by offering support and attendance to orientations, information fairs, open houses, and special events as much as possible. Event Coordination is a</p>

	specific job duty of the SHS specialist who offers assistance and historical knowledge of event planning to students and staff in numerous events throughout the year. The entire department works to ensure a safe and memorable close to the academic year by volunteering at commencement.
SSPR Recommendations:	Health Services should do a more thorough evaluation of their SSO's assessment results, and utilize the results to implement programmatic changes/improvements based on gathered evidence.
Department/Program Response to Recommendations:	The SHS department (including Students Affairs members) continues to address this recommendation and has since participated in semi-annual program/staff development retreats facilitated by outside consultants who specialize in work productivity, team building, effective communication, and systematic goal achievement strategies. Department Goals/SSO's are the core topic and displayed at every retreat. Day long activities and discussion of how each team member contributes to overall (office/department/campus/district) achievement and how the role plays a part in student success. Recognition is given to areas of achievement while areas in need of improvement are identified. The team develops achievable measures for improvement which are put into place for the upcoming semester. Individual actions and responsibilities are identified and assigned. Future retreats are scheduled to complete the process.
SSPR Recommendations:	With the increase of student fees, the Health Services Office should work in addressing the staffing needs of the office.
Department/Program Response to Recommendations:	Staffing needs have been addressed upon the approval of the Governing Board by creating a 1.0 FTE R.N position. This position is currently unfilled.
SSPR Recommendations:	The Health Services Office should tighten up their mission statement so that it is clear and concise.
Department/Program Response to Recommendations:	Plans to enhance wording of the Mission Statement have been submitted (see part one) to the current program review committee. SHS would like to take the opportunity of program review to discuss recommendations by the committee before implementing a new mission statement.

2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	<p>County of San Diego Medical Waste Inspections- yearly: Medical Waste management plan inspected-no problems indicated.</p> <p>County of San Diego GCCCD financial audit report by Christy and White Associates conducted annually: Audit of Health Fees and use of Health Fee funds-no problems indicated.</p>
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Annual preventative maintenance inspection by AKW Associates on medical equipment-
potential problems are addressed and equipment is calibrated as per factory standards.

Workplace health and safety inspection by GCCCD insurance Company ASCIP: Office
inspected-no problems indicated.

SECTION 3 – DEPARTMENT/PROGRAM GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:	<p>Provide students access to medical care and treatment by a Registered Nurse.</p> <p>Goal #1: Interactive website and phone information line. Achieved: As of fall 2015 departments were given the opportunity to manage their own website. SHS staff (RN) have been trained on website development and maintenance. Website is updated once a week or more as needed.</p> <p>Goal #2: Continue to administer and monitor Health Professions Vaccination Requirements. Achieved: Supervisor has met with the Senior Dean of Allied Health regarding updates to vaccination requirements. SHS staff and health professions administrative assistants communicate regularly regarding individual student needs as they develop.</p> <p>Goal #3: Continue to attend new student orientations. Achieved: As new special programs develop, the health services specialist is invited to give a brief summary of services available to all students.</p> <p>Educate students, faculty and staff of Grossmont College on how to achieve optimum health and prevention of disease.</p> <p>Goal #4: Develop a program for Nursing Students requiring 4 hours of volunteer work per semester. Achieved: Specialist contacts allied health departments for volunteers for special events average 40 student volunteers per semester. Respiratory Therapy students are now included in volunteer programs.</p> <p>Goal #5: Develop a program for Middle College students who require volunteer work. Achieved: Average 3 students per year are interviewed and selected to volunteer.</p> <p>Provide access to mental health counseling for students.</p> <p>Goal #6: In-service visits to and from local health organizations that specialize in different area of mental, physical and emotional well-being and addresses different cultural, economic and gender groups. Achieved: A Mental Health Program has been implemented, including development of an internship program. Please see Mental Health Counseling Program Review for more details.</p> <p>Goal #7: Develop a “Wellness Resource Room” Achieved: Office lobby has large area for seating where students are encouraged to come and browse the many pamphlet racks and literature. The water cooler, band aids, cough drops, kleenex, safety pins, condoms, candy, hand sanitizer all centrally located for easy access. Students may “drop in” for items anonymously and as regularly as needed. A large and colorful information table is located in front of the SHS office and is maintained and creatively decorated each month to encourage viewing and engagement. Promotion of various campus events, literature, services and referral information is stocked, updated and rotated as needed.</p>
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3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three year cycle. (When developed be sure to keep in mind “SMART” Goal standards, and Grossmont Achieve

the Dream strategic plan).

Goal:	Description:	Action Plan:
Documentation systems will become "Paperless" by researching, selecting and purchasing an electronic medical records system	In an effort to support district goals and vision plan, SHS documentation will be transcribed and housed electronically in order to provide SHS staff real time access to information.	Scanning system will be installed. Paper files from past 7 years (retention of medical records guidelines) will be scanned and stored according to district and state Law. Frequently used forms and documents will be converted and stored electronically.
Develop student satisfaction/needs assessment	To continue exploring student-centered decisions on program expansion, quality, relevance and satisfaction, additional information is needed from a diverse and large number of students.	Research different modes of survey distribution/collection (ex. website, point of contact, QR code, kiosk input). Survey needs to be easily accessible and returnable. Consider having data monitored and tabulated, by a third party.
Continue to develop and dispense Food Pantry	SHS is the distribution site for the "Gizmo's Kitchen" food pantry launched fall 2017 for students in need of food and basic personal necessities. 550 bags of food were distributed in the first semester.	Collaborate with Student Engagement and Student Affairs on how best to accommodate students. Food Pantry established based on student survey. Launch included capturing survey results measuring ethnicity, employment/student status, gender, and housing accommodations. Results are shared with Basic Needs Committee. Strategic growth will be based on student input.
Participate/attend/monitor regular meeting and communication with San Diego County Health Services college task force.	Increase of various communicable illnesses, are a primary concern for the community. Public health officials maintain that education is the best plan of action for the defense, prevention and spread of disease.	<p>Provide/present information with campus at various meetings and available modes of information distribution.</p> <p>Collect data on illness cases seen and reported/follow up on missing data. Report data to administration.</p> <p>Develop action plan pertaining to illness, following protocol.</p> <p>Develop education material in various languages with follow up information to be given at each patient medical encounter.</p>

3.3 Please reflect on the "Institutional Capacity" (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

Comments:	<p>SHS has taken action to update the documentation system by: training staff on electronic scanning/record storage/retrieval system, purchasing and migrating /scanning documents. Planning to obtain electronic medical records system in order to provide, confidential, professional support to ensure that “everyone is able to utilize information when they need it, and provide professional development to help ensure that a staff understand how to use information.” - Grossmont College Strategic Plan/Priority #4</p> <p>Implementation of an updated information system is effective only if staff is thoroughly trained in how to use it. Management will be able to make informed decisions quickly as data is provided on a regular basis and in real time.</p> <p>By updating disease protocol/prevention, tracking, reporting, of communicable diseases. There is a “clear, well-understood decision-making process and pathway with clear mechanisms for reviewing information, making decisions, and communicating information back to all campus stakeholders.- Grossmont College Strategic Plan/Priority #4</p>
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	<p>Goal #1: Interactive website and phone information line.</p> <p>Updates to Campus website have allowed for departments to maintain their own website. SHS Staff are assigned duties and responsibilities in an effort to create and maintain an interactive and educational website.</p> <p>Website is updated weekly or more as needed. All staff is responsible for providing accurate and informative information to be posted.</p> <p>The goal of updating our website is to ensure that students have equitable access to current healthcare information and promotion of services and events offered in SHS. The website is updated a minimum of once a week and as our events and public health notifications change, the website is updated. Since 2015, the number of hits on our website have steadily increased. In 2015 there were 7,473 hits; 2016 - 9,105 hits; 2017 - 11,943 hits. Vaccination requirements for the Health Professions program is the most popular page viewed.</p> <p>Information contained on our website includes:</p> <ul style="list-style-type: none"> ● Staff ● Health Fee: Provides information regarding the health fee and circumstances where it is waived. ● Mental Health Services: Provides a direct link students to the SHS mental health counseling page. ● Vaccination requirements for Health Professions: Health professions require specific immunizations and TB testing in order to be accepted to the program. This page details those requirements and has a link that will direct students to the Health Professions website. ● Tuberculosis Screening: Provides hours that the service is provided and cost. ● Measles, mumps, rubella: Explains purpose and provides hours that the service is provided and cost. ● Hepatitis B: Explains purpose and provides hours that the service is provided and cost. ● Tetanus, diphtheria, and pertussis (Tdap): Explains purpose and provides hours that the service is provided and cost. ● Varicella: Explains purpose and provides cost of blood test and an explanation of what the test is.
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- Health Insurance: Provides information regarding Covered California health insurance options and International Insurance Options.
- Basic Needs: SHS has a direct link to the campus's basic needs website, providing information on services for students who are in need of food and basic need sustainability..
- Title IX information: SHS has a direct link to the Student Affairs Title IX website.
- Photo Gallery: Provides a photographic documentation of the activities SHS has provided and recognition SHS has received from our community partners.
- San Diego mental health crisis line: Provides a direct link to the San Diego Crisi line. It provides an important resource to students when they are unable to access SHS mental health (e.g after hours).
- Referrals: Referrals are provided to students who need a higher level of care (a doctor, nurse practitioner, physician assistant) or services that SHS is unable to provide (Optometrist. Dentist).
- Bill W.: Provides is a direct link to the Alcoholics Anonymous website. To help reduce the stigma surrounding drug and alcohol addiction, the campus refers to this as Bill W.
- Smoking Cessation: Provides resources to students who are interesting in quitting the use of tobacco products
- Health & Wellness events: Advertises the many health and wellness events that are being presented held on campus by Student Health Services.
- Health Screening: Cholesterol testing, glucose testing, TB testing, vision and hearing screens, blood pressure and pregnancy testing.
- Minor First Aid - Health Assessment: Describes medical treatment a nurse is able to provide.
- Immunizations: Provides a direct link to immunization information on the Center for Disease Control website.

Students are given information and referrals for services including low cost or free services not provided by Health Services. Health Services believes that our students should be able to choose their health care provider so, each referral has four options to choose from. These referrals include:

- Dental
- Low cost physicians
- Optometrists
- Women's health services
- HIV testing
- STD testing
- Health insurance
- Alcoholics Anonymous
- Basic needs resources including food and housing
- Mental health crisis line information

3.5 Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

Comments:

Create a wellness room

The office lobby has been developed as an area for students to utilize and enjoy a quiet/ safe space. Privacy is a concern and the use of cell phones are not allowed. New and up-to-date pamphlets and flyers are free and available to all students in this area.. The area has to be used as a lobby, quiet area, waiting area and wellness room at the same time. When

	communicable disease is present i.e. flu and colds this area should be separated to “isolate” sick students from healthy students waiting for service. This cannot be done and more students may become sick by having contact with students who are starting the beginning of an illness. It is not practical to use the lobby as a wellness room for all health goals and due to the mixing of students.
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PURPOSE OF SECTION 3.6 – 3.11: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.

3.6 Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	Process(es) used to support programmatic change(s):
Gizmo’s Kitchen	SHS has always recognized and provided immediate food needs for students on a case-by case basis. Since 2008, SHS had provided food to needy students. SHS supported the efforts to create an expanded campus food pantry “Gizmo’s kitchen” by housing and distributing the prepared bags of food to students. Serving as the hub of Gizmo’s Kitchen, SHS and Mental Health Counseling distributed over 500 bags to students in the opening semester of fall 2017.
Cold Kits	Student feedback indicated students have little time between classes and demonstrate various degrees of self care. SHS created a “cold kit” in order to treat the most common cold/flu symptoms. Each kit contains; package tissue, cough drops & suppressant, tea bags, disposable thermometer, lip balm and information sheet on colds/flu. The kits have become very popular with close to 1,000 being dispensed. This kit was originally started as a need shared by UCSD Health Services during the 2009 H1N1 Influenza Pandemic.
“Grab and Go” condoms, candy, & cough drops	Based on survey response from the 2015, 2016 & 2017 Health and Wellness fairs, SHS recognizes the need to provide free condoms to students on a continuous basis. <i>Student Senate for California Community Colleges Resolution: 19.02 F13: Promotion of Safe Sex Practices</i> <i>Esau Cortez, Grossmont College</i> <i>Whereas, the Student Senate for California Community Colleges support the improvement of student access within the 112 California Community Colleges;</i> <i>Whereas, students are not being given access to the support of Pregnancy & STD prevention materials or supplies;</i> <i>Whereas, a portion of the student health fee should be allocated towards providing Pregnancy & STD prevention/screening tests;</i> <i>Whereas, there are agencies throughout the State of California that provide free or low cost STD & Pregnancy prevention/testing and supplies;</i> <i>Resolved, that the Student Senate for California Community Colleges support access to sexual health resources for the 2.4 million constituents they serve;</i> <i>Resolved, that the Student Senate for California Community Colleges promotes the distribution of condoms, lubrication, and pregnancy testing at the health service centers that operate on the campuses of the 112 California Community Colleges;</i> <i>Student Senate for California Community Colleges</i>

	<p><i>Resolved, that the Student Senate for California Community Colleges also urge the 112 health service centers to provide free (or low cost) Pregnancy testing; and</i></p> <p><i>Resolved, that the Student Senate for California Community Colleges assist the colleges to provide these free to low cost to students.</i></p> <p>Grossmont College recognized the student's request and offers free condoms, lubrication, pregnancy & STD prevention materials anonymously with a self serve distribution station in the office lobby. Over 6,000 condoms were obtained last year (Quantity based on restocking supply and purchase orders).</p> <p>Pregnancy tests are \$5.00, with the fee waived if students states financial hardship.</p>
Mental Health Program	<p>Continue to support campus needs/research grant development. Please see Program Review for Mental Health Counseling. SHS staff met with Up2SD staff to begin planning and promotion of Mental Health when SD HHSA recognized the need to provide mental health counseling to students; it was stated by Up2SD staff that money was available due to the high incidence of mental health concerns in southern California. SHS continued the campaign to obtain a mental health counselor for Grossmont College Students.</p>
De-Stress Kits	<p>Participation in De-Stress week (preparation for end of semester finals) includes the very popular "De-Stress Kits" contents contain various stress relief items intended to be fun and educational. 600 kits were assembled and distributed academic year 2017.</p>
Outreach	<p>SHS posts a calendar at the beginning of each semester for student events and other health activities. Additional health events have been added to calendar, including: participation in Black History Month, Latinx Heritage Month, LGBTQIAA Safezones, Veteran's Week, Women's History Month, Gizmo's Kitchen, etc.</p>
Student Mentor Program	<p>Specialist meets with mentors twice a semester to update on events and get feedback from students addressing needs/concerns on both sides.</p>

Suicide Prevention	<p>“Preventing people from ending their life and helping them get help for a mental illness are part of the County’s Live Well San Diego vision of healthy, safe and thriving residents,” said Dr. Michael Krelstein, clinical director of Behavioral Health Services at the County Health and Human Services Agency.</p> <p>To help curb suicide in San Diego, the County has several ongoing prevention efforts, including the It’s Up to Us campaign, the Question, Persuade and Refer (QPR) trainings and the Access and Crisis Line, a confidential counseling and referral hotline for people who feel overwhelmed or are experiencing a mental health crisis. SHS remains a strong ally and partner with the County in offering trainings and promotional materials (magnets, calling cards, website links, etc.) to campus. SHS has increased number of free QPR trainings each semester. Trainings are open to all and held at various times and days and have been condensed to one hour to accommodate student schedules.</p> <p>On September 6th, 2017 San Diego County Suicide Prevention Council issued a statistical report with an announcement to the community. The Number of students who seriously considered suicide: 14.5 percent in 2016 and 17.5 percent in 2014 (data gathered every other year). People who participated in suicide prevention training: 1,937 in 2016 and 2,747 in 2015.</p> <p>Additional health fairs and activities are scheduled in September during “Suicide prevention week” new partnerships with organization have been created. SHS works closely with Mental Health counseling to provide classroom outreach and outreach at all campus events.</p>
Narcan	<p>While SHS has not seen an opiate overdose in the last 3 years, opiate deaths in the community and nation are on the rise. Narcan is a medication, in the form of a nasal spray, that reverses the effects of an opiate overdose. Due to a free program administered by PHARMA, a pharmaceutical company that produces narcan, SHS was given two free doses to keep in the office. Staff have been trained in the administration of narcan. This information has been shared with the GCCCD Sheriff’s Deputies. SHS also notes the Deputy Sheriff cars also stock Narcan; which supplies life saving medication at various locations.</p>
Health Fee increase	<p>The GCCCD Governing Board approved an increase in the health fee to \$20 in order to maintain services offered in SHS. This increase brings SHS up to par with Region X campuses.</p>
Implementation of TB Risk Assessment Program for GCCCD employees	<p>SHS partnered with the GCCCD human resource department to implement the state requirement (SB 1038; Section 87408.6 of the Education Code) of offering employees a TB risk assessment. Due to a shortage in tuberculin, the medication used in TB testing, the state implemented a program where employees are screened for TB symptoms. If there are no risk factors, there is no need to take further action. If there are risk factors, a TB test is administered with follow-up medical consultation as needed..</p>

"You are not alone" Campaign	"YOU ARE NOT ALONE" campaign features resources and a bracelet with those words designed to end the stigma of reaching out for assistance. Initial feedback has been positive, with one student stating "it helped me during a dark time." Students are encouraged to visit Health Services to become oriented with location and services, be properly welcomed by staff and receive bracelet free of charge.
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3.7 How does the population you serve assess the department/program?

Comments:	<ul style="list-style-type: none"> • Surveys are distributed at monthly wellness tables, health fairs, training's, and special events. • SHS specialist includes contact information during presentations and orientations and encourages suggestions to address health topics of interest or ways to better present topics. • Supervisor and staff contact information available on website • Staff maintains an "open door policy" to allow students access to supervisor • Supervisor's office is centrally located and easily identified with signage • Department staff business cards are readily available at front counter with job titles, education degrees, license and contact information 				
	<p>See below for last survey results: 2017 Health Fair Evaluation</p>				
	<p>Did you know there was a Student Health Service at Grossmont College BEFORE the Health Fair?</p>				
	Yes			No	
	378			142	
	<p>How did you find out about the Health Fair?</p>				
	Poster	Teacher	Word of Mouth	Just saw it	other
	63	302	51	101	22
	<p>*Favorite or most interesting booth for you:</p>				
<p>Top 10</p>					
<p>1. Condoms</p>					

2. Blood Pressure Screening
3. Cardiovascular
4. Yoga
5. Family Health Center/HIV TESTING
6. Mental Health Service
7. Nutrition/Student Health Services
8. Physical Therapy
9. Planned Parenthood/condoms/STD testing
10. Student Health Services

Something I learned at the Health Fair:

Different ideas that student gave from what they learn from the Health Fair, such as:

- There are many health program at Grossmont College
- Grossmont College has mental health counseling
- Community support
- There is therapy for occupations
- There is a San Diego transplant lists
- Flossing is important as brushing
- About 78 people die a day waiting on the donor needed list
- HIV testing
- Many ways to help with mental and physical health
- Get a free eye glasses repair at Walmart
- Healthy drinking water
- EOPS
- Many resources are available in the area
- Check blood pressure regularly
- Sunscreen is important
- Offers lots of information about careers
- Registered nursing program
- Nutrition, exercise to balance blood sugar including low salt
- Lots of student service

***Topics I would like to see at the next Health Fair:**

Student choose many different suggestions topics to see in the next Health Fair, such as Nursing program, Medical programs, Kaiser, Heart or Lung booth, Recycling, Skin Care, Healthy habit, better food to support health, Children health, Anxiety, Depression and Suicide, Health Screen, Diet Health, Diabetes, Financial aid for low income, Arthritis, Obesity, Fruits and vegetables, Scoliosis, Child care for student, and muscles.

General comments and suggestions:

- Have a Health Fair once or twice every semester.
- It's very informative
- Very helpful
- More condoms
- This is a great opportunity to know more about Grossmont College
- Great for student
- Keep it up it's always good to be informed about health options.
- Advertise this fair more wide spread, especially in low-income communities.
- I enjoyed it

- It is a great experience
- More freebies
- I love it
- Everything at the Fair were great
- I love how many programs are here

3.8 Explain how external factors (e.g. state, budget, local economy, and local job market, changes in technology, similar program or service and neighboring institutions) influence your department program, and describe any measures that have been taken to respond to these factors

Comments:

Communicable Disease Education and Preventions: Due to the increase and varying types of severe communicable disease (Ebola, Zika, Diphtheria, Varicella, Measles, Mumps, Rubella, Tuberculosis, Hepatitis A). Over the last 3 years, SHS has been contacted by faculty and administration with concerns on how properly to handle sick/ill students. SHS has developed new policies and updated existing policies relating to the threat of communicable disease. When vaccination is recommended during an outbreak, SHS will work diligently with vendors and community partners to obtain vaccine and those in need. In response to the recent Hepatitis A outbreak, SHS used an electronic survey "surveyMonkey" via Grossmont College 'Weekly Digest' and emails to department Deans/Coordinators to collect information on those interested in receiving vaccination. 26 people participated in the survey and 50 doses of FREE vaccine was obtained through vigorous networking efforts. SHS quickly partnered with the nursing department and professor to schedule a vaccination clinic staffed with volunteer nursing students. All 50 doses were given at two vaccine clinics offered on different days and times.

Title IX: Promoted reinforcement of efforts on education, prevention and awareness of sexual assault/violence. In addition to regular scheduled semester events that host Center for Community Solutions (Domestic Violence/Sexual Assault program), SHS has partnered with Campus and Parking Services Department to deliver "Campus Safety Days" focusing on how to obtain help and services, personal protection, students rights & responsibilities and how every student participates in creating a safe learning environment.

Prop 64 (Recreational marijuana): Students need to understand the physical, academic, and legal risks and consequences of marijuana use. Populations with increased usage are female, black and Hispanic males (ACHA reported data). DEA calls on college health centers to :

- Screen students at the campus health center to identify marijuana users to address potential academic consequences.
- Work to correct the misperceptions students have around perceived use versus actual use.
- Proposition 64 has an impact all SHS staff, nurses who screen/educate, specialist who delivers information/education, counselors assist in substance abuse/addiction.

Grossmont College Department of Allied Health Application Changes: It is now required that all immunizations be obtain before an application to a program is submitted. This has resulted in a drop in vaccinations/titers. Response has been to increase awareness of other program support services available to students throughout the semester once they become a GCCCD student.

Child Development Center Employee Vaccination requirements: More referrals and vaccinations/titers and TB testing have been received. SHS contacts CDC supervisors, encourage staff to utilize SHS to fulfill requirements

Health Education Cholesterol Testing Extra Credit: Instructors have made cholesterol testing optional for extra credit resulting in a drop in cholesterol testing. SHS has frequent contact with Health & Wellness Department instructors encouraging students to participate in alternative events.

Ed Code revision to employee TB testing/clearance of TB: Resulted in a decrease in employee TB tests. SHS worked with HR to develop new TB clearance procedure that would continue to require contact with SHS R.N.

Mandated Universal Healthcare: College Health Services were called upon by the Presidential Health Insurance task force to help educate students on how to obtain health insurance. SHS partnered with Covered California. By following the task force college recommendations for student outreach Grossmont College was honored as a **“White house Champion” in 2016.**

SHS budget is funded by student health fees as part of enrollment. Enrollment status is a prime factor in planning for and maintaining future services.

3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:

- Project Success Vision screening-communicate with English instructors to schedule days and times for Specialist to do screening for students English department reading lab
- Psychology department - mental health awareness month
- Ambassador program-participate in High School open house
- Student mentors-twice a semester and QPR trainings
- International student orientations- 10 per year
- Foster Youth- coordinate Mental and Health Services on and off campus
- Health Professions-flu clinics-volunteer opportunities- Vaccination requirements
- Exercise Science-student participation in events
- CAPS- communicate as needed for various non-emergency safety related issues
- Sheriff- communicate as needed for emergency issues
- Building Marshals program- SHS staff serve as building marshals.
- ASGC - Collaborate on various events, throughout the year-WOW week,
- Cashier-develop deposit system
- SHS specialist assisted in organized Classified Convocation 2017 by initiating a “Thank You gram” campaign, recognizing students appreciation of classified staff with encouraging students to write a brief thank you to a classified staff member. 94 Thank you cards were collected.
- Organizes Flu clinics in conduction with nursing department staff and students
- Help ASGC with logistics of events such as Doughnuts with the Dean's, Annual Services awards, Elections and Commencement

	<ul style="list-style-type: none"> • Instrumental in creating, implementing and reviewing the progress and success of Grossmont College Professional development program "College Connect". • Continues to grow and collaborate with Health Professions Department and students • Continues to be a special guest at International and various student orientations • Setting up and manning the "Bike to Work Day" pit stop at Grossmont college community event • Health Fair-works with facilities, scheduling, invites all clubs and services and ASGC • Gizmo's Kitchen- works with engagement coordinator to provide students with food bags • Basic Needs committee-works with members of committee
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3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	<p>Years of working with the Associated Students of Grossmont College (ASGC) by supporting each others programs has led to overwhelming support from the students of California Community Colleges-adopting a Resolution at the Student Senate California Community Colleges General Assembly SPRING 2016</p> <p><i>S 47 S15: (F09 19.04) Advocate for Health Services</i></p> <p><i>Whereas, According to governmental data, due to the economic crisis 14,000 people are losing their health insurance every single day, and many of them return to community colleges to continue their education;</i></p> <p><i>Whereas, The physical and mental health of one person potentially affects the community as a whole; and</i></p> <p><i>Whereas, The physical and mental health of students directly affects all aspects of their educational progress;</i></p> <p><i>Resolved, That the Student Senate for California Community Colleges work with the Board of Governors, Consultation Council and other system partners to amend the Education Code to mandate all California community colleges to provide a health service center; and</i></p> <p><i>Resolved, That the Student Senate for California Community Colleges work with California Community Colleges to provide information on the availability of health services on their campus, which will expand their access to health services.</i></p> <p>American College Nurses Association recognizes the role of a College Nurse:</p> <p><i>“Scope and Standards of College Health Nursing Practice” the mission of college health nursing is to enhance students’ higher education experience by modifying and removing health- related barriers to learning, promoting optimal wellness, enabling individuals to make informed decisions about health related concerns, and empowering students to be self-directed and well informed consumers of health care services. “ -American Nurses Association</i></p> <p><i>SHS Staff play an integral role in developing and delivering the district wide safety plan “a comprehensive system to keep its two colleges safe and prepared for emergencies. As a result the district was selected as a finalist for a national award from the American Association of Community Colleges.” GCCCD Master Plan</i></p>
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	<p>Campus wide health education programs are regularly scheduled to raise awareness and educate students on various aspects of wellness. Previous programs have included participation in the American Cancer Society's Great American Smokeout, Breast Cancer/Domestic Violence Awareness Month, alcohol awareness screenings, World AIDS Day,</p> <p>Health Services also conducts 10 blood drives throughout the year and has garnered several awards, for 10 consecutive years for Outstanding Community College and three for being a Difference Maker in the community</p> <p>SHS participated in "conversations about student success" as part of the (Student Success Initiative) with a presentation of services and tour of the office to the governing board member son 6-16-2015</p> <p><i>"We know that without continuous student health services outreach, our overall student visits and productivity dramatically declined. Moreover, unless we tell our stories of student successes and sing our SHS program praises, health services will certainly be in jeopardy of losing our seat at the table to secure support for scarce resources and influence decision-makers to keep important programs intact and thriving. Furthermore, without active program endorsement, administrators, legislators and key decision-makers will fail to realize how essential our work is in keeping students engaged, enrolled and able to persist, achieving the overall goal to complete degrees and certificates; in short, achieving consistent and measurable student successes. Clearly our SHS programs make measurable differences in student achievement, so we need to aggressively share our story." Beth Hoffman president's address 2017, Health Services Association California Community Colleges</i></p>
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3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
X	Change or improve services.	Electronic Medical Records proposal Continue to evaluate staffing needs Monitor budget to accommodate department needs Gizmos kitchen- streamline data/survey collection
X	Change or improve department/program assessment.	Develop student satisfaction point of service comment collection system
X	Improve involvement with the community.	Community involvement is strong, maintain.
X	Improve coordination with other programs on campus.	Coordination is very strong, continue efforts to establish contacts and relations with new and existing programs.

X	Other	<p>“YOU ARE NOT ALONE” bracelet has had a very positive impact with students and staff thus far. Feedback such as “it helped me during a dark time” is constantly received. SHS specialist has been contacted by new program directors requesting a supply of the bracelets for the students they serve. Future plans on most effective way to distribute the bracelets will recommend that student come to Health Services in order to become oriented with location and services for future needs, at that time student will be properly welcomed by staff and receive bracelet free of charge.</p>
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SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.

4.1 Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ILO:		Integrative and Applied Learning:
X	Knowledge of Human Cultures and the Physical and Natural World.	X Broad, Integrative Knowledge. X Specialized Knowledge.
X	Intellectual and Practical Skills	X Communication (written and oral) fluency X Use of information resources X Critical and Creative inquiry X Teamwork and problem solving
X	Personal and Social Responsibility	X Productive citizenry (civic knowledge and engagement) X Intercultural knowledge and competence X Ethical reasoning for action X Foundations and skills for lifelong learning

PURPOSE OF SECTION 4.2 & 4.3: Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC). (IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2 Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	<p>Students are made aware of the many services and resources available to them through multiple outlets, including the college website, Grad Guru app, the college catalog, the class schedule, college social media outlets, multimedia displays in the Griffin Student Center, an online campus wide master calendar, and comprehensive campus wide programming as part of a Week of Welcome.</p> <p>Serve as a liaison between campus departments and the District, local public health and community.</p> <p>Conduct a wide range of outreach events, such as open houses, workshops participation in community cultural events, and activities to help new students</p>

	<p>prepare for assessment into courses, including stress kits, spring break kits, safety kits, health fair, open house, QPR, Black History Month, Latinx Heritage Month, Community Service Learning, Fall Fest, Spring Fling, etc.</p> <p>Conduct outreach to prospective Grossmont students and their families during open house.</p> <p>Work with peer ambassadors and peer mentors.</p>
Engagement	<p>Provide structured opportunities for faculty, staff and students to interact face-to-face through monthly outdoor events including blood drives, bike to college day, wow fair activities, Health fairs, heritage/history months, Commencement activities, partnership with ASGC's Donuts with the Deans and Annual Awards Celebration, etc.</p> <p>Offer leadership programs to health professions students and middle college intern/volunteer program.</p> <p>Support Community Service Learning program by providing essential first aid supplies at each event.</p> <p>During the 15/16 academic year:</p> <ul style="list-style-type: none"> ● Events provided and coordinated on campus 89 ● # of students/others attending above events 4,176 ● # of blood drives coordinated 10 <ul style="list-style-type: none"> ○ # of units of blood obtained from blood drives 369 ○ # of people attempted to donate 465 ○ # of units collects 402 ○ # of LIVES SAVED 1,200
Retention	<p>Offer consistent outreach and programming that identifies students need additional support.</p> <p>Vision testing.</p> <p>Mental Health Counseling</p> <p>Serving as a college-wide resource assisting students to appropriate resources: website, info tables, WOW fair</p>
Institutional Capacity	<p>All new and existing employees may utilize SHS for TB testing and clearance of TB infection. SHS is reimbursed \$6.90 by district funds per employee TB test only, Nursing consultations for follow up chest-ray and questionnaire are at no cost to the district.</p> <p>Ongoing staff development and education/constant updates to protocol and procedures</p>

4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
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Outreach	<p>Staffing: Events/info tables occasionally need to be cancelled or rescheduled if no staff is available to keep office open.</p> <p>Facilities: Space on campus for outdoor events can be difficult to find.</p>
Engagement	<p>Publicity of events/services: Dissemination of information to students and staff continues to be a challenge. Access to mass email/phone listing cannot be obtained. Email to campus had been modified to a weekly digest of Grossmont College events and announcements. <i>“To share your events with campus, please email grossmont.weekly_digest@gcccd.edu by end of business the Thursday prior. The digest is intended to limit the number and random timing of announcements to a bare minimum. Please plan ahead so your intended audience can get fair notice of your event.”</i> SHS uses this and every form of media communication resources available (posters, flyers, mailbox distribution, monitors, website, campus radio announcements, QR code, word of mouth, meeting agenda topics). Yet, we often hear that students do not know where to find help and how. Students at times seem lost as to how to find the answers to their questions. We need a campus-wide system all departments can blend into and supply student with information.</p>
Retention	<p>Follow up on patient health outcomes-withdraw/drop/incomplete due to illness information not available.</p>
Institutional Capacity	<p>Develop and implement a plan to recruit, retain, and develop diverse employees with frequent staff development activities and engagement with students from various cultures. Priority should be set on staff wellness with time allowed to participate in staff wellness programs, yoga, stress reduction, exercise. Staff will feel confident promoting similar activities to students by leading by example.</p>

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

PURPOSE OF SECTION 5.1: To assess practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.

5.1 How does your program support student learning?

SLO/SSO MEASURED:	After visiting with a registered nurse, students will demonstrate an understanding of individual health conditions, what prevention approaches can be taken and appropriate treatment when needed.
ASSESSMENT TOOL:	Pre/Post Survey, after care patient visit summary
ASSESSMENT ANALYSIS:	Number of medical visits, OTC meds, health education, verbal instructions, interpreter, cold kits, pre/post survey
NEXT STEPS:	Create pre/post survey
TIMELINE FOR IMPLEMENTATION:	Each semester/ongoing

5.2 Please use the table to fill in the appropriate information regarding:

- SLOs/SSOs measured
- Assessment Tool - Briefly describe assessment tool.
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	Students will practice risk reduction and prevention behaviors.
ASSESSMENT TOOL:	Follow recommendations of CDC, California Public Health and Tuberculosis Controllers Association, SD HHSA as outlined in published reports and in CAHAN and other published materials or resources recommended by these sources (ex. fever, travel out of country, when out of country, how long out of country, countries visited, contact with infected persons etc.) Track who diagnosed student; evaluation of outbreak vs. number of disease cases considered non-outbreak on campus; verify with local SD HHSA what is outbreak for community college (3 or more in same incubation time period) follow up testing as determined by SD HHSA; Symptoms present, isolation as required, protective wear for staff and private telephone line for SD HHSA to speak with student with suspected communicable disease; include as part of nursing assessment of students and education per topic, provided to students; SARS numbers for retention and data from Health Services Staff. SHS will collect health data from students by screening, follow-up/tracking,

	days of illness, physician diagnosis, CDC and California Public Health infectious disease outlines or outbreaks and other sources as required or needed. Tracking reporting, educating and serving as liaison with administration and San Diego County Public Health (SDCPH) offices for the possible widespread growth of infectious disease on campus.
ASSESSMENT ANALYSIS:	Track number of students/staff/faculty receiving specified testing, (TB) vaccination; number of positive testing or reactions; track data determined necessary for communicable disease control and prevention, track communicable disease cases on campus. Conduct assessment of outbreak and wellness campaigns (ex. Fight the Bite: Zika Prevention, etc.).
NEXT STEPS:	Have data readily available to compile and report to appropriate authorities as necessary.
TIMELINE FOR IMPLEMENTATION:	Each semester/ongoing

SLO/SSO MEASURED:	Students will demonstrate skills in accessing and utilizing healthcare resources on campus and in the community.
ASSESSMENT TOOL:	Outreach education, website revision/updated information, referrals medical dental/physician, urgent care, mental health, liaison with community clinics and agencies, promote health insurance coverage for students-covered California international insurance, CSSE Survey, graduation survey
ASSESSMENT ANALYSIS:	Number of events, # of students participated, # of agencies, guests/info tables on campus, # of students requesting insurance information
NEXT STEPS:	Appoint SHS staff to obtain tech support from college. Monitor website: revise home page, develop mental health page, flu page, health events page, keep updated
TIMELINE FOR IMPLEMENTATION:	Each semester/ongoing

SLO/SSO MEASURED:	Reserved for Student Services Divisional SSO.
ASSESSMENT TOOL:	

ASSESSMENT ANALYSIS:	
NEXT STEPS:	
TIMELINE FOR IMPLEMENTATION:	

PURPOSE OF SECTION 5.3 – 5.6: To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.

5.3 How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	N/A
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	N/A
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5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	N/A
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5.6 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	N/A
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PURPOSE OF SECTION 5.7- 5.10: For departments that offer courses of instruction. To describe how curriculum is maintained and/or developed.

5.7 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	N/A
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PURPOSE OF SECTION 5.8: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.

5.8 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	N/A
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PURPOSE OF SECTION 5.9: To describe what the department does to maintain high academic standards amongst its faculty.

5.9 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	N/A
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PURPOSE OF SECTION 5.10 – 5.11: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would promote your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
<input type="checkbox"/>	Change or improve your SLOs/SSOs.	N/A
<input type="checkbox"/>	Change or improve how the department/program assesses SLOs/SSOs.	N/A
<input type="checkbox"/>	Change or improve department/program services as a result of SLO/SSO findings.	N/A
<input type="checkbox"/>	Other	N/A

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

- To have department/programs examine the effectiveness of the program.
- To have departments/programs explain what they have done to improve student success.

6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:	<p>Grossmont College Equity Data demonstrates a need to increase the rate of course completion for African American students and Foster Youth students.</p> <p>Grossmont College Equity Data demonstrates a need to increase the number of African American, American Indian, Latinx, 20-24 and 25-39 year students who complete a degree applicable course after having completed the final ESL or basic skills course.</p> <p>Grossmont College Equity Data demonstrates a need to increase the number of degree or certificate completion to African American, American Indian, Filipino, Latinx, Pacific Islander, Male, 20-24 and 25-39 year students.</p> <p>Grossmont College Equity Data demonstrates a need to increase transfer rates for African American, American Indian, Latinx, Pacific Islander, students with disability, 20-24, 25-39 and 40+ year students.</p> <p>SHS is currently examining the transition to an electronic medical record system. This transition will allow more timely tracking and evaluation of data relating to populations served.</p> <p>SHS contributes to student success outcomes, mindful of equity through:</p> <ul style="list-style-type: none">● Creation and distribution of SHS “rack cards” in several locations on campus- each semester program service house and contact information on padded pads-● SHS staff are encouraged to volunteer, coordinate, and participate during the Week of Welcome (Activity Fair and Info Tables), orientations, class presentations, partnerships with Adult Re-Entry, open houses, fundraisers, rallies, panel discussions, WACC events and more.● Work with ASGC and student clubs including Arabic Club, Puente, BSU, Student Veteran Association, AAUW and more.● SHS staff discovered a barrier to student success and developed a unique way to address it. Studies from ACHA, HSACCC, College Mental Health Alliance confirm an increasing number of students experience an overwhelming feeling of “being alone” (a precursor that can lead to depression, anxiety, lack of concentration, sleeping/ eating disorders, substance abuse, increase in risky behavior and or other debilitating conditions) during the first year of college. In response, HSH staff developed a campaign and slogan “YOU’RE NOT ALONE” to address the barrier. Student mentors were consulted and responded with unanimous support. As a result, student associated with: mentors and their mentee’s, C.A.R.E. program, A.S.G.C., participants in QPR trainings, de-stress fest, fall fest, I.C.C. members, have all received bracelets with the slogan.
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	<ul style="list-style-type: none"> ● Specialist is Invited as special guest speaker to PDC classes each semester to share personal and professional stories about Grossmont College and life situations. ● Developed and distributed 112 "Spring Break Safety Kits" ● Developed and distributed 200 "De-Stress Kits" during finals week
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PURPOSE OF SECTION 6.2: To have departments/programs explain what they have done to improve student equity and support to special populations.

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	<p>Students seeking accommodations for immediate health or safety needs are encouraged to contact the office at their convenience, no appointment is needed and most services are free of charge. The office is open every day excluding district holidays and closures.</p> <p>Events and outreach are designed to destigmatize health services and offer access to all. Outreach includes rack cards, padded pads, water, candy, condoms, a wide variety of brochures and pamphlets both inside and outside the office.</p> <p>SHS staff have participated in LGBTQIA Safezone ally training, Vet Net ally training, AB540 training, Latinx Heritage Month, Black History Month, and more.</p> <p>SHS conducts an annual all-campus Health Fair, inviting a multitude of both on and off campus resources to participate.</p> <p>SHS provides services responsive to the campus community. As an example, based on student request free confidential HIV testing is now offered.</p> <p>To provide a high standard of patient care, SHS recognized the need for, researched and implemented contracts with language interpreting service and offers resources in multiple languages and staff are knowledgeable of targeted community resources.</p>
Support:	<p><i>Grossmont College Equity Data demonstrates a need to increase access for Latinx, Asian, males and students between the ages of 30-39 and 40-64 years.</i></p> <p><i>Grossmont College Equity Data demonstrates a need to increase the rate of course completion for African American students and Foster Youth students.</i></p> <p><i>Grossmont College Equity Data demonstrates a need to increase the number of African American, American Indian, Latinx, 20-24 and 25-39 year students</i></p>

who complete a degree applicable course after having completed the final ESL or basic skills course.

Grossmont College Equity Data demonstrates a need to increase the number of degree or certificate completion to African American, American Indian, Filipino, Latinx, Pacific Islander, Male, 20-24 and 25-39 year students.

Grossmont College Equity Data demonstrates a need to increase transfer rates for African American, American Indian, Latinx, Pacific Islander, students with disability, 20-24, 25-39 and 40+ year students.

During a community health alert special attention and protocol is developed for high risk groups. It is the responsibility of the SHS staff to follow protocol and educate those high risk groups on those who are: older, expectant/new parents, chronically ill, people with disabilities, children/people who work with children, caregivers/health professionals.

In addition to many items references already in this document, the following are offered:

- Specialist helps organize and host Veterans orientations, congratulations dinners, welcome breakfasts and fundraisers.
- Continues to grow and collaborate with Health Professions Department and students.
- Partners with international and various student orientations, discussing Health Care in the USA and life as a college student with regard to personal safety and awareness.
- Recognized as "person to know at Grossmont College" by peer mentors and ambassadors. Helping to grow both programs.
- Provides ongoing resources, screening and information for those born into high risk for heart disease.
- Recognizes growing latinx desire for health intervention education and resource information with programs designed for targeted populations.
- SHS is a "SAFEZONE" & VET NET ALLY.
- SHS staff serve on basic needs task force.

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Vaccinations including Hep B, Flu, MMR, Tdap, staff & student	304	237
Medical Visits includes OTC Visits	876	615
TB clearance- Testing, x-ray, questionnaire staff and student	1167	958
Vision Tests-	139	133
QPR suicide (training attendance)	81	108
Lab testing- Hep B, varicella, MMR, titers, cholesterol, glucose- staff and student	385	260
Cold Kits # given out	93	171

PURPOSE OF 7.2: Summarize findings of additional data provided to your department/program by the Data Liaison.

Comments:	Data was provided by SARS and accessed by supervisor: Changing times on campus have added to our numbers being less and more in various years. Health Sciences Department changed the requirement that students could work on vaccinations after accepted into the program. Now students in Health Sciences must complete all vaccinations and TB testing prior to starting the program. Many students go to outside clinics to have their vaccinations since they may not be an enrolled student. Other students are working in hospitals and get their vaccinations free. SDPH East County Clinics now will see and vaccinate some non-insured students for free. Affordable Care Act provided for immunizations as part of plan. Laboratory tests follow the immunization findings of going down. As the emphasis was on Mental Health and students found SHS location to be seen the numbers for these visits
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went up. The need to promote and make students aware of SHS and what is provided mostly free to the student needs to be highlighted by SHS staff.

PURPOSE OF SECTION 7.3: To have the department/program examine the trends represented in the data from 7.1 or 7.2.

7.3 What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

Comments:

Program is strong in providing services increasing where needed

- Excellent efficiency for one Supervisor Registered Nurse, one Registered Staff Nurse, and one Health Services Specialist to complete amount of work listed
- Vision testing is consistent
- Colds and Cold Kit requests almost doubled as SHS responded to student needs for quick services between classes
- Requests that have fallen are due to campus, local and national changes that SHS cannot control, including mandated insurance for all
- TB tests fell as hiring fell due to economy and vacant positions
- Students and staff are eager to learn more about suicide prevention and application to college students

SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1 Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
Health Services Supervisor	<p>The Health Services Supervisor is a Registered Nurse with degrees and certificates as required by the California Education Code who serves as the office supervisor under the direction of the Dean of Student Affairs. The Registered Nurse Supervisor is responsible for:</p> <ul style="list-style-type: none"> • Office, policies and protocols following local/federal public health recommendations and District policy as they pertain on a daily basis and during health emergencies. • The Health Services Supervisor ensure that medical care and treatment, delivered by other licensed professionals meets the highest quality of care and complies with consulting physician standing orders.
Health Services Registered Nurse	<p>The Registered Nurse serves under the direction of the Health Services Supervisor. The Registered Nurse must be licensed by the state of California and be in good standing. The Registered Nurse must have basic life support certification and advanced first aid. The Registered Nurse is responsible for:</p> <ul style="list-style-type: none"> • Providing direct patient care including but not limited to assessment, intervention, and referral for health services and reporting to the Health Services Supervisor any student reporting signs and symptoms of communicable disease.
Health Services Specialist	<p>The Health Services Specialist serves under the direction of the Health Services Supervisor. The specialist must maintain certificates/licenses in audiology, phlebotomy, basic life support and first aid. The specialist is responsible for:</p> <ul style="list-style-type: none"> • Conducting a variety of specialized health screenings, • Coordinating health education events, maintains and displays health promotion materials. The specialist acts as a liaison with campus departments and the community.

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	<ul style="list-style-type: none"> • All staff members contribute to the mission statement and institutional goals by advocating for students in health care matters. • Staff provide a safe place for students to come for additional support while they work toward their educational goals. • Health education teaches students how to maintain a healthy lifestyle and achieve their educational goals. • Health Services staff provide quality medical care, meeting the medical needs of the student population.
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	<ul style="list-style-type: none"> ● Health Services staff assess, monitor and report communicable disease to San Diego Department of Public Health, keeping the campus and its population free of such diseases. ● SHS staff serve on various committees in order to stay connected with our community: <ul style="list-style-type: none"> ○ University and College HHSA ○ Basic Needs Taskforce ○ Campus Parking and Emergency Preparedness Council ○ Veterans Task Force ○ County of San Diego Nurse-Family Partnership Community Advocacy Board ○ One Campus/One Theme Water Project ○ Commencement ○ Professional Classified Staff ○ Science, Math and Technology Remodel ○ Classified Senate ○ Campus wellness initiative/committee ○ Building marshals ○ ASGC Scholarship & Awards ○ San Diego County college suicide prevention task force ○ ISLO taskforce
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8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly. If available provide supporting documentation.

Comments:	<p>Recommendations by the Health Services Association of California Community Colleges minimum staffing for a single nurse directed center include:</p> <ul style="list-style-type: none"> ● Full-time Master’s prepared Licensed Registered Nurse Director (Education Code. Reference: Sections 70901(b)(1)(B), 87003 and 87356) ● 1 Full-time Clerical Support ● 1 Physician Consultant/Medical Director ● 1 Licensed Registered Nurse ● 1 Mental Health Professional (F/T, P/T, or contracted) <p>The current level of staffing is inadequate for the services that are currently being provided to our students.</p> <ul style="list-style-type: none"> ● All health services positions are full time. ● We have two registered nurses and one specialist providing health care and education to a campus of 16,822 students. Current staffing levels will not sustain the high quality care students deserve. ● Human resources and union contract guidelines for the hiring of hourly classified and/or student hourly impede us from being able to provide short term solutions for staffing gaps that have been created when a vacant position not filled. ● The current budget concerns due to student enrollment fluctuations, determine the hiring of additional staff. Health Services budget is managed by restricted monies. Health services does not receive general funds for the budgetary management of health services.
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PURPOSE OF SECTION 8.4 – 8.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

8.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	<ul style="list-style-type: none"> ● Main Quad ● Building 60, Griffin Center alcoves ● Health Services Office back door alcove ● Griffin Gate ● Counseling offices x 3 ● Medical clinics x 2 ● Wellness workroom x 1 ● Building 34, Room 201 ● Clubs room
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8.5 Are the spaces listed in 4.1 adequate to meet the program’s educational objectives?

Yes No

- If you checked ‘yes’, please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘no’, please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	
No:	No, the spaces are not adequate for the programs educational objectives. Due to increased mental health services within Health Services, the medical clinics have had to be converted to provide offices for incoming counselors. Storage space has also converted. Insufficient storage space prevents health services from storing health education materials, patient care supplies and equipment. The filing cabinets that originally housed these paper charts are now being used as supply storage and the food pantry.

8.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Currently working with the director of facilities to find solutions to our storage issues, advised that the problem requires further investigation. The director of facilities is evaluating various furniture needs in the wellness room to accommodate storage needs of health education materials. There is no longer room to accommodate supplies and event equipment that may be used for future use causing extra expenses to replace each year.
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	Health services does not use a schedule system. We see walk-in students. However, we do use set times for services provided.
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PURPOSE OF SECTION 8.7: Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).

8.7 Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request, POST, PHP, PDO :	Brief Description:
Paperless-Electronic Medical Records	T	Implementation of electronic medical record for record keeping and data collection.
Staffing	p	Fill unfilled positions/create positions to improve/expand delivery of services Hire part time clerical position and part time registered nurse position
Food Pantry	O	Issuing of Gizmo’s Kitchen food bags and collection of survey; devising system to determine how many times/week students request food; promoting community resources for long term food needs including food distribution sites and CalFRESH; educating students how to find foods that are healthy and inexpensive for them and their families and children
Space	PH	We need space for medical treatment/clinics and storage of medical/educational supplies

- *P = Personnel; List faculty and staff in order of priority.
- T = Technology
- PH = Physical; List facility resources needed for safer and appropriate delivery of services.
- PD = Professional Development; List need for professional development resources in priority order.
- O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: The committee is looking to recognize department/program efforts for outside funding.

8.8 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:

While SHS does not receive outside direct funding, community partnerships have provided Grossmont College students and the community with a variety of services hosted on site and strong connections to resources in the community. A few examples include::

- San Diego Blood Bank
- Champions for Health
- Public Health
- Council Connections
- San Diego Family Health Centers
- Love Your Heart
- Up2SD
- Courage to Call
- Borrego Health

SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

9.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program
2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Continue to use template (please keep it easy and do not bring back difficult systems used in past)
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9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	Decreased FTEs equals decreased health fee revenue. This in turn will prevent any of our interventions for our resource needs being implemented. Unprojected retirements or persons leaving, accepting jobs elsewhere.
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APPENDICES

Please follow these instructions when gathering appendices information.

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well, continuing the page count from the rest of the report.

- A. Definition of Terms (Reference for Instruction Courses Data)
- B. Bloom's Taxonomy and Common Verbs & SLO/SSO Cycle Diagram (References for SLOs/SSOs)
- C. Enrollment Data
- D. Student Success Data – Program Retention and Outcomes, Course Outcome Data
- E. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)
- F. Gizmo's Kitchen Flyer
- G. Gizmo's Kitchen Data
- H. Gizmo's Kitchen Shopping List
- I. Gizmo's Kitchen General Information
- J. Student Food Needs Survey
- K. Student Food Needs Survey Responses
- L. Bloom's Taxonomy
- M. Summary of Disproportionate Impact by Race / Ethnicity
- N. SLO / SSO Cycle
- O. 2017 Health Fair Evaluation
- P. Commencement 2017 Feedback
- Q. Sample Outreach Numbers
- R. Mental Health Counseling Flyer