Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Student Health Services

Program Code: 6440 - STUDENT HEALTH SERVICES

Review Type: Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The program mission of Student Health Services (SHS) is to assist students in achieving their educational goals by helping them to acquire and maintain optimal physical, mental, and emotional health. We also empower the student with health knowledge so they have the options to make healthy life choices. The SHS program provides quality physical and emotional health care and health promotion. The following services are offered: On-campus emergency response/first aid. Emotional and psychological counseling. Wellness workshops and classroom lectures. A full service medical clinic for evaluation and treatment of health conditions, illness and injury. Lab work. Health screenings including: women's health, reproductive health, health risk assessments, vision, hearing and program physicals. Communicable disease screenings, control, and case management. Community referral assistance such as psychological counseling, women's shelters, food banks, and emergency housing. Health promotion/health education outreach addressing varying health topics known to be risks for the diverse and often undeserved population Chaffey College serves. SHS maintains collaborative partnerships with community Medical Doctors, Nurse Practitioners, Registered Nurses, a Psychiatrist, local hospitals, urgent care centers, San
Bernardino County Department of Public Health Services, American Cancer Society, San Bernardino County Blood Bank (Lifestream), Loma Linda University Psychological Services, labs, imaging centers and Cal State Fullerton. These community partnerships help us assist students in attaining their education and health objectives. If a student has optimal health they have a better chance of continuing in college. This department is dedicated to the prevention and treatment of illness and disease. To that end, the promotion of healthy lifestyles for all students. The program evaluates its effectiveness through written student feedback surveys. Pre and post encounter surveys during health education outreach events. Verbal feedback from all areas of SHS, SHS communication board, and self evaluation—all comments or complaints are forwarded immediately to the Director of Student Health for investigation. SLOs are evaluated to assist with program planning. Institutional Research statistics for SHS are also used for program planning and to evaluate SHS programs and effectiveness. All reports and deadlines are met in a timely manner.

**Review Team Response**

Very thorough summary of the program mission of Student Health Services.

**PROGRAM DATA**

**Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and
explain them.

Retention
Retention Rate by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
What program or course changes have been made based on the result of the assessed outcome?

**Review Team Response**

**Discuss how your services help maintain a high level of student satisfaction.**
SHS maintains a high level of satisfaction by analyzing the results of the student surveys to implement changes and confirm the areas of satisfaction. This is also reflected in the SHS SLO process and outcomes. These results are communicated through staff meetings, the staff communication board and one on one staff discussions. Employee evaluations as facilitated by HR also provide a tool for the Director to evaluate personal performance. In addition, feedback from students/patients is used for program planning. Any issue or complaint is forwarded immediately to the Director for follow-up. The Director responds at that time or within the same business day.

**Discuss how you evaluate your effectiveness in meeting students' needs.**
SHS evaluates the effectiveness in meeting the student's needs by reviewing the student satisfaction survey results and implementing change when needed. There are a multitude of compliments and thanks on a weekly basis that the students communicate to the staff members as we assist them with their health issues. This lets SHS know we are serving the student's needs. When there is an issue the SHS Director follows up immediately to resolve the issue.

**How and when has your service reviewed or revised SLO's and/or AUO's.**
The SHS SLOs are at proficiency level. They are analyzed by Institutional Research on an annual basis. The results are forward to SHS at which time they are reviewed and discussed as to possible changes in either the programming needs or the testing tool. The SHS is at the proficiency level with the SLOs. Last year (2010-2011) a change in the wording of the pretest and post test instrument was implemented to make the tool clearer to the students.

**How has your program utilized SLO/AUO assessment results for program improvement?**
SHS utilizes the results of the SLO pre and post interaction survey to plan for future programming needs. This is done when the Institutional Research Department forwards the SHS research brief which is received on an annual basis in the summer. In addition, the reflective dialogue with the research department is also used to facilitate inter-departmental discussions in regard to future program planning, and adjustments as needed. The verbal feedback from the student interactions during the survey process is also tallied into our programming development.

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

The purpose of Student Health Services (SHS) is to assist students in achieving their educational goals by helping them to acquire and maintain optimal physical, mental, and emotional health. We also empower the student with health knowledge so they have the options to make healthy life choices. The SHS program provides quality physical, emotional health care and health promotion. Many of our students are in an under served population and without our intervention are not able to navigate the medical and community resources that are available to them. The following services are also offered at Chaffey SHS: On-campus emergency response/ first aid. Emotional and psychological counseling. Wellness workshops and classroom lectures.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS medical clinic and psychological services</td>
<td>patient contacts at the SHS medical clinic and psychological services</td>
<td>9538</td>
<td>21768</td>
</tr>
</tbody>
</table>
## Review Team Response

### STUDENT SUPPORT - SUPPORT

**How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)**

SHS offers the students currently enrolled in credit courses a free full service medical clinic for evaluation and treatment of health conditions, illness and injury. In addition, psychological services are also free of charge. Lab work and medications are a minimal fee. Health screenings including: women's health, reproductive health, health risk assessments, vision, hearing and program physicals. Communicable disease screenings, control, and case management. Community referral assistance such as psychological counseling, women's shelters, food banks, and emergency housing. Health promotion/ health education outreach addressing varying health topics known to be risks for the diverse and often undeserved population Chaffey College serves. Our goal is for the student to have an optimal level of health and therefore support for their educational and personal goals.

### Additional information:

The above numbers also reflect emergency responses on the campus, campus accidents and crises intervention. If a student has optimal health they have a better chance of continuing in college. This department is dedicated to the prevention and treatment of illness and disease. Response: The increase in the amount of patient contacts on an annual basis is the direct result of the ongoing economic crisis in San Bernardino County. The double-digit unemployment for our area is definitely a contributing factor. Many of our students are not be able to afford health care due to no insurance benefits and the inability to pay for medical/psychological care out-of-pocket. The insured students often have a large copay or have to wait a couple of weeks to be seen by their doctor. Public health resources are dwindling. On a daily basis it is not unusual for 70-90% of the students we diagnose and treat have no medical benefits at all. Even those that have MediCal benefits pay a $20.00 copay to see their private MD. Many of our students must use any available money to purchase food so their health issues are put off.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS medical and psychological clinic</td>
<td>Patient/student self care and health management</td>
<td>9538 21768 24419</td>
<td>SLO</td>
</tr>
</tbody>
</table>

## Additional information:

SHS maintains collaborative partnerships with community Medical Doctors, Nurse Practitioners, Registered Nurses, Marriage and Family Therapists, local hospitals, urgent care centers, San Bernardino County Department of Public Health Services, American Cancer Society, San Bernardino County Blood Bank (Lifestream), Loma Linda University Psychological Services, and Cal State Fullerton. These community partnerships help us assist students in attaining their education and health objectives.
indicated, for example, in our service area as the Chaffey Substantive Change Proposal stated “Fontana is characterized with low-income levels for families and the rate of poverty exceeds state and national levels by 3%”. This is only one example of our medically underserved campus population.

**Review Team Response**
The Review Team would like an explanation for the significant increase in the number of students served.
Response above.

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

SHS is a learning-centered clinic serving our diverse student community. We assist students with health knowledge for self-care and how to navigate community resources. We utilize collaborative community medical, psychological, and health partnerships. SHS continues to provide quality experiences for the FWS medical assistants, office assistants, and peer health educators that are completing their ADN prereqs. SHS provides students with the immunizations they need to transfer to universities. Our partnerships include: County of San Bernardino Health Department, Loma Linda University, and Cal State Fullerton to enhance student health through immunizations, referrals and health education programs. One-on-one health education with students continues to be a strong point with SHS as well as the Health Education Outreach efforts. Students may obtain extra credit (instructor approving) for attending one of the SHS many health education outreach booths and/or classroom lectures.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS medical and psychological services</td>
<td>SHS contributes to student success by equipping them with the tools to achieve optimal health and an understanding of how to navigate the community health resources. If a student has better health there is a greater chance to attain their goals.</td>
<td>9538 21768 24419</td>
<td>SLO</td>
</tr>
</tbody>
</table>

**Additional information:**

**Review Team Response**

**VISIONARY IMPROVEMENT PLAN (VIP)**
Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

**Year Three Goal:**
Electronically scan 20 plus years of patient charts. For accurate, easy retrieval of patient information.

To which planning direction does this goal apply?
Flexible and continuous student support
Sustainability

**Year 2 Steps to Success (activities) and VIP Assessment:**
1. Research scanning resources for patient medical records. 2. Contact other SHS clinics in California to get ideas on how they solve the archived records issues. 3. Contact medical record scanning companies (HIPPA compliant) to check if it is cost-effective to scan them at one time.
1. The decision will be made to either outsource medical records scanning at one time or to do it in-house or a couple of years.

**Year 3 Steps to Success (activities) and VIP Assessment:**
1. Any additional necessary equipment and/or programs will be installed for scanning. 2. Staff will be assigned to scanning duties. 3. Staff will be trained and tested on accuracy of scanning. 2. Work station will be analyzed for ease of accomplishing task of scanning by staff.
1. Scanning is completed on all patient medical records older than four years. 2. Scanned medical records are easily retrieved by computer access to authorized SHS users.

**Year Three Goal:**
Continuity of patient care and clinic operation on a daily basis. To serve the 24,000 plus annual patient count of SHS. Reestablish SHS to the prior level of department support.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
1. Work with HR to reestablish and possibly update the full-time College RN position. 2. Explore options such as the College RN being on a one year contract, or two College RNs 50%. 3. Explore various benefits options. 3. Explore faculty regulations.

1. SHS will have complete and accurate information about the options that are feasible in hiring a College RN to cover fulltime hours (this position is funded by the SHS fee, no general fund money is used).

**Year 2 Steps to Success (activities) and VIP Assessment:**
1. The College RN job description for full-time duties will be finalized or two 50% positions or other options that have been determined. 2. The job description(s) will be approved by HR.
1. The fulltime College RN position(s) will be approved. 2. The position will be ready to be advertised. 3. Suitable candidates will be interviewed.

**Review Team Response**
The goal is unclear; revision is required and/or the goal is a resource request and not a goal. The hiring of a full-time RN is a resource request and not a goal. Please re-word and establish the need. Response for third year goal above.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

- **Recent activities**
- **Recent workshops/courses taken**
- **Recent conferences/training**
- **Other**

| TAG (Threat Assessment Group) presentation | Campus Threat/Terrorist course. Mental Illness In The College Classroom (Director SHS presenter). | Emergency Medicine Conference | HSACCC meeting (Health Services of CA Community Colleges) |

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**

Professional activities assist in adding richness to patient contacts. The staff is able to relay timely information on medical updates such as TB, H1N1, and meningitis. This gives the students the tools for medical independence and accountability (SHS SLOs).

**Discuss departmental engagement on campus in connection to student learning.**

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Committee</td>
<td>Student Services Council</td>
<td>Medical Advisor to the Child Development Department. Athletic Advisory Committee, Nursing Advisory</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The program benefits from the interaction among various departments and communities so SHS is aware of other programs on the
campus, as well as, the issues that we as a Chaffey community solve.

Teaching/Years of Service

<table>
<thead>
<tr>
<th></th>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?
NO

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

Our funds are provided by the Student Health Service fee of $17.00 fall/spring (BOG A $8.50) $14.00 summer (BOG A $7.00). We receive no general fund or instructional budget. We are completely self supportive in restricted budget accounts. Any unused funds, by law, must roll over annually.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
full time College RN approved to reestablish prior SHS department standards.

Hiring Criteria:

Institutional Level Considerations
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)

Department Concerns
Department has no FT faculty.
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Year 2:
Hiring Criteria:

Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Year 2
Year 3

OTHER
Year 1
Year 2
Year 3
Review Team Response

The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. Student Health Services is to be commended on the number of students served with the limited resources available in a time of extreme need.