

Student Services Comprehensive Program Review: SH&WS

Main

Division

Student Success

Department

Health and Wellness Services

Subject

- HWSERV

Overview

Department/Program Name SH&WS

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Review, if applicable

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Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview of the Department/Program

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

Student Health Services provides Medical, Case Management, and Psychological services to currently enrolled students. Intact physical and mental health is important for students to succeed academically. The purpose of providing these services on campus is to quickly meet the needs of students, without having to leave campus, so they can continue to attend class. There are many students who do not have health insurance, and our services are very cost-effective for them to receive care and treatment. The addition of an established wellness team Case Manager (CM) and Mental Health Counselor (MHC) are great recent additions to health services and has been an important enhancement to the department. The CM intervenes in crisis situations as they occur in the lives of students, and the CM assists students to gain access to appropriate on campus and community resources. The CM also manages Maxient reports for Students of Concern and offers support and guidance for staff and faculty as they interact with students. The MHC provides short on going mental health therapy sessions for students and over sees the intern associates for additional support.

Program Review reports from 2003 and 2008 have been reviewed. Program Review reports from further back have not been found by the current director; therefore, the history is limited to the past 14 years. From

these previous reports, it appears that SH&WS has existed on the EVC campus for at least 40 years since 1977, and maybe since the campus opened in 1975. It is not clear when mental health services started being offered, but the reports state they were available in 2003, at the very least. In Fall-2002, two interns were hired to provide 16 hours per week of counseling. Nurses were hired to work in the clinic, as opposed to the Medical Assistants that are hired now. Nurses hourly rates have increased so dramatically over the years, so hiring nurses is no longer feasible. Student workers were working in the clinic in 2003. The budget allowed Health Services to remain open from 8:00 a.m. until 8:00 p.m. four days per week. Issues that have been resolved since the 2003 report:

- BOG Waivers no longer affect collection of the health fee.
- Students have bus passes, which improves transportation to campus.
- The MAA Program has been established as a funding source, rather than just being an idea.

Issues that have not been resolved since the 2003 report:

- Small clinic space with the need for counseling rooms
- Need for a permanent Nurse Practitioner (NP) to meet the medical needs of students during the day and evening hours. Having a NP classified as Adjunct Faculty limits that number of hours they can work. This has forced SH&WS to choose a time frame that appeals to most students, which are day-time hours.
- Marketing campaign for SH&WS is challenging. Many students (65.2 %) were unaware of SHS in 2003.
- Lack of funds to hire a health educator to increase health knowledge on many topics, including drug and alcohol awareness. SH&WS wanted to plan a monthly health-emphasis topic.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

The Student Health & Wellness Services dept. established 3 goals during the last program review.

- To promote Student Health & Wellness Services on campus and to increase awareness of program
- To increase student use of the Student Health & Wellness Services dept., as evidenced by increasing the number of appointments made per year
- To grow the Psychological services part of the program

To promote Student Health & Wellness Services on campus and to increase awareness of program

- The program promoted the Student Health & Wellness Services program to the campus in various formats. Some of those formats included class presentations, student e-mail blasts and tabling events at various outreach events on campus. The program also participated in new faculty orientation.

- The program was able to get new marketing material to advertise the program and be more visible.
- New dept. logo was created to establish identity

To increase student use of the Student Health & Wellness Services dept., as evidenced by increasing the number of appointments made per year

- Various initiatives were implemented by the dept. to increase appointments. CalFresh, Family PACT, Health insurance assistance.
- Online medical portal for students to access their own health records
- Promoting psychological services for mental health and crisis-related issues.

To grow the Psychological services part of the program

- A full-time Mental Health & Wellness Counselor was hired.
- Mental health interns' work hours extended
- New logo for the sub division of the department
- Various successful grant applications
- Student lead Active Minds chapter establishment

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

The Student Health & Wellness Services Dept. has made various accomplishments that has aided in the program growing and establishing itself on campus.

- Full time hire of a Mental Health & Wellness Counselor
- Awarded a \$400,000 Mental Health Grant
- Hired additional mental health interns
- Hired a Wellness Coordinator
- Awarded the Steve Fund initiative for Equity in Mental Health & Emotional Wellbeing

Some challenges that the program has experienced include the following:

- Budget, the program continues to rely on fund 18 to support salaries which far exceed the money generated from the student health fee.
- COVID-19 pandemic. This prevented the college from collecting a student health fee the last 2 years.
- Part time Nurse Practitioner, this limits the amount of appointments the department can handle due to the limited amount of hours the adjunct nurse practitioner works
- Limited Medical Doctor hours
- Turn over of medical assistant (not consistent beyond 2 years)
- Limited undistributed funds
- 10 month Medical Director for the dept. (Needs to be 11-month employee)

- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

The goals for the Student Health & Wellness Services Department for the next three years are:

Growth within the staff

- 11-month Medical Director
- Full-time Nurse Practitioner
- 11-month Case Manager
- Competitive pay for Medical Assistant
- Permanent Wellness Coordinator
- Health Educator position

This supports the college's mission by providing organizational transformation in employee development and transparent infrastructure. This also supports opportunities for students to access these individuals more readily, which will promote healthier students to be successful in their course work.

Grow the Wellness Services part of the program

- Increase Interns and Practicum students
- To have a fully functioning Behavior Intervention Team, with team members who have been trained, and allocated funding.
- Electronic Health System for Wellness Services

This supports the college's strategic initiatives by increasing access and services for students & staff. This will increase visibility and awareness to build the campus community and awareness and to make Student Health & Wellness Services a common household name.

This supports the college's mission by offering opportunities to students and a support program to have college students be successful in their college career. This also allows diverse students to access services that are normally not readily available to students at free or reduced prices for services.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty 3

Part-time faculty 1

full time Classified 1

Part-time Classified (permanent) 0

Part-time Classified (hourly) 2

Administrators 0

Student workers 0

Program Quality

- **1. Describe the impact of the program's service offerings to the students and the campus.**

The services offered by the Student Health & Wellness Services (SH&WS) Dept. are easily accessible and very cost-effective for students. The convenience of the clinic being located on campus with no charge for office visits allows students to access healthcare with little or no impact on

their schedule or finances. Health Services is open 40 hours per week, including during the lunch hour. SH&WS has partnered with community agencies to offer no cost or low cost services for students who qualify for programs offering birth control, STI testing and treatment, mammograms, x-rays/imaging tests, health insurance application assistance, domestic violence support, mental health counseling, etc. Our Case Management and ongoing Mental Health Counseling services have been invaluable to students in crisis. Allowing students to meet with a Case Manager or Mental Health Counselor has allowed them to work through issues of stress, anxiety, depression, relationship problems, identity concerns, and many other problems.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

The California Community College health fee rose from \$21 per semester to \$22 per semester. We are currently exploring how to have these automatic increases from the CCCCCO to be automatic at the college level to help the SH&WS budget.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

Not Applicable

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

- a. Student satisfaction surveys are given to patients who have had appointments in SH&WS.
- b. Pre-tests and post-tests are given to students before and after a class presentation. This helps determine if they learned something about the SH&WS program by listening to an informational presentation about the department.
- c. Observation of increased number of appointments scheduled by students.
- d. Numbers of students accessing mental health training & CampusWell online health magazine.

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

SH&WS does not provide MIS reports. However, the information provided through the website, catalogue, brochures, and flyers are ensured of their accuracy and consistency several times per year by multiple employees in the department. Medical information is reviewed by our Medical Director or Nurse Practitioner, and Psychological information is reviewed by our Case Manager or Mental Health & Wellness Counselor. The Health Services Office Assistant keeps the information on the website up to date. Semester updates are provided to the campus addressing and advertising services for the current semester.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

Some examples of how SH&WS has met the needs of a diverse student body are below:

- a. SH&WS provides a private area for nursing mothers to pump breast milk and store it, if needed.
- b. SH&WS provides toileting assistance for DSP students who are wheelchair bound.
- c. SH&WS assists nursing students with their clinical skill improvement by collaborating with their instructors to allow the nursing students to provide flu injections to students and employees each semester.
- d. SH&WS provides a robust Health Services webpage with information and resources that are accessible to distance learners.
- e. SH&WS has provided students and employees online access to Kognito (mental health scenario training) and CampusWell (health magazine). These resources have been advertised to online students through e-mail blasts.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

A. Communication Within the Program:

- We communicate through e-mail, Instant Messenger (IM) within our Electronic Health Record (EHR) system, handwritten notes, white board lists, staff meetings, online task lists, online shared folders, and verbal discussions.
- The IMs are working well, because the system has the ability to direct the reader to the exact place in the medical chart where there is a question or concern. Emails work well if they are read in a timely manner and saved for future reference.
- An area for improvement is to schedule 1:1 meetings between employees in the department as needed to discuss procedures, concerns, and frustrations. Only one person in the office works 40 hours per week year round, so communication can be difficult. Different employees are available at different times, depending on the patient load and outside meeting schedule, so pre-scheduling these meetings is important to reserve time for communication.

B. Communication With Students:

- SH&WS communicates with students through e-mail blasts, class presentations, orientation presentations, tabling events, TV monitors, electronic signs, flyers, written medical information, Grad Guru, the SH&WS webpage, college website, phone calls, and in-person.
- The communication is effective with the students we come in contact with, but there are many students who do not hear our class presentations, visit our tabling events, see our flyers, visit the webpage, or read our e-mail blasts.
- Improved communication could be achieved if SH&WS was allowed to send students texts, if contracted vendors (such as CampusWell), were allowed to send e-mails on our behalf, if SH&WS was trained on how to send our own student e-mail blasts, if joining Grad Guru was mandatory, if students were assigned a college e-mail address, and if there were electronic message boards in the center of campus, rather than just at the parking lot entrances.

C. Communication with Other Departments:

- SH&WS communicates with other departments through e-mail, phone calls, division meeting or committee meeting presentations, trainings, individual meeting appointments, flyers, Student Services bi-monthly meetings, and PDD.
- The communication with other departments works fairly well when everyone reads their e-mail and responds consistently. Communication generally works well, if there is a relationship between the people in the departments or if there is a specific message to communicate directly to a person in another department.
- Improvement in communication between departments could be improved if other departments were occasionally invited to participate in division meetings.

Program Access

Student Demographic: Gender

- **Female: 5162 - 54.770%**
Program Headcount
118.000
Program Percentage of Total
67.000
- **Male: 4229 - 44.820%**
Program Headcount
57.000
Program Percentage of Total
32.000
- **No Value Entered: 39 - 0.420%**
Program Headcount
1.000
Program Percentage of Total
0.000

Student Demographic: Age

- **17 & Below: 587 - 6.220%**
Program Headcount
2.000
Program Percentage of Total
1.000
- **18-24: 5701 - 60.440%**
Program Headcount
106.000
Program Percentage of Total
60.000

- **25-39: 2165 - 22.980%**
Program Headcount
49.000
Program Percentage of Total
28.000
- **40 & Over: 971 - 10.300%**
Program Headcount
18.000
Program Percentage of Total
10.000
- **Unknown: 6 - 0.070%**
Program Headcount
0.000
Program Percentage of Total
0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 38 - 0.410%**
Program Headcount
1.000
Program Percentage of Total
1.000
- **Asian: 3827 - 40.600%**
Program Headcount
76.000
Program Percentage of Total
43.000
- **Black or African American: 204 - 2.160%**
Program Headcount
8.000
Program Percentage of Total
4.000
- **Hawaiin/Pacific Islander: 37 - 0.390%**
Program Headcount
0.000
Program Percentage of Total
0.000
- **Hispanic: 3812 - 40.420%**
Program Headcount

64.000

Program Percentage of Total

36.000

- **Two or More Races: 248 - 2.630%**

Program Headcount

6.000

Program Percentage of Total

3.000

- **Unknown: 698 - 7.400%**

Program Headcount

12.000

Program Percentage of Total

7.000

- **White: 565 - 6.000%**

Program Headcount

8.000

Program Percentage of Total

5.000

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

The number of medical appointments is fluctuating. One constant that can be concluded by the data is that the Fall semester shows more students served than the spring semester. The fall semester shows an up and down trend based on the last 3 years of the data. The spring semester shows a decline from year to year.

We have currently restructured/grown our Student Health and Wellness Services dept. The COVID-19 pandemic shifted and dramatically changed our student service delivery method, which has allowed us to analyse how best we can provide services to students via tele-health. With added personnel, we are hoping to increase our inreach to our campus community and to make the student health office a recognizable program which will serve more students.

- **b. Are there any gaps in the students served compared to the college demographics?**

The demographics of the Student Health & Wellness Services dept. compared to the EVC demographics seems to be on par. The biggest discrepancies noticed was the male students served. Currently, the average percentage for males served via the Student Health Office is 32%. The campus data shows that males are served at 44%. This is a 12% difference and the biggest percentage change from all the data.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

The program needs to reach out towards our male students and prioritize men's health. We are currently developing strategies to increase our mental health offerings for our department which should help to increase the number of students served.

Curriculum- If applicable

- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.**

N/A

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.**

N/A

- **3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

SH&WS has created a video, power point, and verbal presentations to educate students and employees about the medical, psychological, and case management services offered in the department. These presentations have been given in classrooms, program orientations, division meetings, EVC Promise, Lunch and Learn, and PDD. During the classroom presentations, a pre-test and post-test are given to determine if learning has occurred after listening to the presentation.

- **4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

N/A

- **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

N/A

- **6. If external accreditation or certification is required, please state the certifying agency and status of the program.**

SH&WS must keep the following permits or licenses updated:

- Environmental Health Permit from the Santa Clara County Department of Environmental Health. This permit confirms that SH&WS is correctly handling the disposal of hazardous medical waste.
- Clinical Laboratory Improvement Amendment (CLIA) Certificate of Provider-Performed Microscopy Procedures from the Centers for Medicare & Medicaid Services. This permit allows SH&WS to accept human specimens for the purposes of performing laboratory examinations or procedures.
- Clinical Laboratory Registration from the State of California Department of Public Health. This permit allows SH&WS to operate a clinical laboratory.
- Medi-Cal Provider for the federal government Family PACT Program is authorized through the California Department of Health Care Services.
- Yearly calibration for microscope and audiometer.
- Confirmation of autoclave sterilization through a Quest Laboratories bacterial test.
- OSHA regulation compliance for Safety Data Sheets on all chemicals in the clinic, spill kit on site, eye wash station, laboratory binder with information on all in-house lab tests and equipment used, and signage designating exits, evacuation route, fire extinguishers, and eye wash station.

Service Area Outcomes and Assessment

PART C: Service Area Outcomes and Assessment

• 1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs

- Promotion of Health & Wellness Services' information/resources
- Crisis Prevention/Intervention Trainings

SH&WS SAOs relate to the ILO's in numerous ways.

Communication:

- Students will be educated to advocate for their own personal health. Since access can be a barrier for students, especially students without medical insurance, our office promotes and advocates for a student to learn about their needs when they schedule an appointment with our office.

Personal Development:

- Students will grow and become better students when their health is not an issue. Academic success is linked to personal wellbeing and the SH&WS dept. offers EVC students to be in good health both physically and mentally. The more students that pass through the SH&WS dept. the more successful students will be set up to succeed.

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

Pre-Test and Post-Test were given to compare students' knowledge before and after presentations.

- 2017-2018 94 students had a 35% increase in knowledge between the pre-test and post-test
- 2018-2019 210 students had a 36% increase in knowledge between the pre-test and post-test
- 2019-2020 No class room presentations were given this year to focus on promoting Stanford Medical Van.

The percentage increase in knowledge was less than in previous years, which had ranged from 40%-49%. A possible cause of effects for this is that there were different presenters on some of our presentation dates on 17/18 and 18/19. Another reason for the drop in percentage was due to 2 class rooms not being given the pre and post test. Some presentations had dual topics, so presentations were longer and students were presented with more information to retain.

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Recently, we have started to offer and promote our services more regularly. We also expanded our services to include telehealth as a way to reach out to students in different modalities. We have expanded our staffing on the Mental Health side of the program to increase our mental health offerings.

We have applied for more grants to aid in Mental Health and Wellness services. We are expanding out reach to train and inform not only our faculty and staff but also our student population on health-related needs.

One area of focus is on changing the way we offer services to students. We want to take advantage of technology and how in-person services are shifting to a digital format.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

a. Janice Assadi, RN, PHN, Director of Student Health Services

- Oversees both the Medical and Psychological parts of the Student Health & Wellness Services Department
- Manages the budget/purchasing, hires employees, interacts with college departments and committees
- Provides direct medical care to students
- Ensures compliance with all State regulations and licensing authorities

- Coordinates Medi-Cal Administrative Activities (MAA) Program
- Works with HR to ensure compliance with the employee tuberculosis screening mandate
- Set up and optimization of Electronic Health Record system
- Member of the Safety and Facilities Committee
- Provides presentations about SH&WS to classes, program orientations, division meetings
- Advertisement about SHS and health events

The Medical Director is an important contributor to the success of the SH&WS dept. as they are the direct oversight for the depts. implementation and direction. Janice has been successful in providing great service and promoting wellness to the campus community.

b. Gina Bonanno, Student Health & Wellness Services Office Assistant

- Scheduling Appointments, Patient check-in, Patient check-out
- Creation and updating of documents and forms
- Invoice payment and billing submission
- Board elections
- Blanket Purchase Orders
- Scanning and filing medical records
- Office organization
- Responsible for training and assigning tasks to student workers when they are hired in SHS

Gina is very successful in making sure the front side of the office is in order with medical records and paper work being filed and sorted according to dept. standards. Multiple staff can access all files and data thanks to the organizational skills Gina brings to the position.

c. Lisa Bowie, Medical Director

- Writing and updating medical protocols (Nurse Practitioner Agreement, Nurse Standing Orders, Influenza)
- Oversight of OSHA Compliance and Lab Compliance
- Direct patient care
- Supervision of clinical employees
- Co-sign charts
- On-call for consultation

Dr. Bowie provides additional expertise to the dept. and makes sure we are in compliance with all medical charts and patient outlook. Her knowledge allows our health office to be in compliance with licenses and certifications for us to be able to operate the SH&WS Dept.

d. Jacob Marciel, Mental Health & Wellness Counselor

- Student therapy
- Supervision of mental health interns as needed
- Consultation with Case Manager
- Employee consultation
- Provision of workshops and presentations on campus
- Classroom support after trauma

Jacob is our newest Mental Health & Wellness Counselor who also oversees the interns' associates. His expertise and license allows our wellness services dept. to expand to be able to offer additional services and see more student appointments. Having Jacob on board will allow our program to grow and be beneficial to the dept. success.

e. Jeanette Fedasz, Adjunct Nurse Practitioner

- Direct medical care (diagnosing, treating, prescribing, referring)
- Patient education
- Student presentations
- Medical information (bulletin boards, student e-mails, flyers, etc.)

Jeanette is our Nurse Practitioner and oversees all medical appointments. Jeanette also administers our campus Nursing students' physicals for their program, which puts them in compliance with their program requirements.

f. Marcela Mijares Guzman, Medical Assistant

- Direct medical care (first aid, lab specimen collection, rooming patients, vital signs, immunizations, TB tests)
- Assistant to medical practitioners
- Inventory and supply orders
- Autoclaving tools
- Quality assurance testing of equipment

Marcela helps the nurse practitioner by taking care of all pre-appointment needs. This allows the Nurse Practitioner to have all the needed information prior to the appointment. Medical assistants are a vital piece to any medical clinic and Marcela allows our Nurse Practitioners to be successful with their patients.

g. Kara Has, PsyD, Case Manager

- Crisis intervention with students
- Employee consultations regarding students
- Connection to on campus and community resources
- Mental health referrals and assistance accessing the services
- Assistance with connection to various support agencies (legal, housing, food, domestic violence, etc.)

Kara has played an important part in the success of the wellness side of the house. Kara filters through student referrals to verify if a student is in distress or requires additional services like mental health. This allows our all key players in the wellness dept. to appropriately see students as services can be limited. Kara is very crucial in her role and the success of expanding our services in the future.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

When SH&WS hires a new employee, we make every effort to have the previous employee that held the position train and orient the new employee. SH&WS has written protocols to share with new employees. SH&WS has a shared folder on the computer desktop with forms, documents, and information to assist the new employee. The employees in SH&WS work closely with new employees to show them the protocols and answer questions they may have.

All trainings encompass an equity lens and innovative learning strategies.

All program staff for the Student Health & Wellness Services Department have participated in the following:

Various PDD training/workshops hosted by EVC yearly

Customer Service Training

- This training is very important as learning effective customer communication skills is vital to making sure that a patient is being seen for the right reasons. EVC's student population is very diverse and learning different methods to communicate especially when it comes to medical appointment is key for service staff.

Suicide Prevention Training

- Our wellness side of the house provides this training to the EVC Campus. This is important to train as many employees on how to identify suicide prevention skills so that our students are in better hands. This fits into EVC's mission as staff will be able to promote student success if they are able to capture students in distress early before anything severe happens.

Business Services Training

Excel Tips and Trick Training

Accessibility Flyer/Email Training

Division meetings

- Division meetings are important so that the department can communicate with various staff and faculty about the services that SH&WS provides. We also take advantage of promoting our vaccines and any other medical training or services that present themselves. We make sure to remind the division that our services are free/reduced and that all students can benefit from Health Services with or without insurance.

Point and Click Training

- This is our medical electronic health record system. It is crucial for our department to be aware of how to use the system, as all student files are housed and accessed via an electronic health system. All dept. employees are trained and monthly meetings are held to refresh or answer any questions that may arise. The electronic health systems allow our department to be paper free and a much better data and storage system as sensitive information is kept.

HSACCC Conference (Medical Director)

Maxient training

COVID-19 Vaccine training

- Our dept. is currently administering the COVID 19 vaccine so that students on our campus can be compliant. We are keeping up with COVID protocols and providing information to the campus for students who may be concerned with COVID or experience COVID.

CPR Training

- Since we are the Student Health Office it is important for all staff members to be CPR certified as a basic need for the office. Should any emergencies arise our Health Office will be one of the first dept. students and staff will seek out in an emergency.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

Currently, the Health side of the department gets paid from fund 18.

The following staff members are paid by fund 10:

-Kara Has Crisis/Care Manager

-Jacob Marciel Mental Health & Wellness Counselor

-Gina Bonanno Office Assistant 20%

The following staff members are paid by Fund 18:

-Janice Assadi Director of Student Health & Wellness Services

-Gina Bonanno Office Assistant 80%

Adequacy of the Fund 10 Supplementation: Not Adequate to Meet the Needs of Students

- The Office Assistant's salary and Professional Growth stipends continue to increase, which puts a strain on the Health Services budget. An idea to provide additional support to Health Services would be to increase the percentage of the Office Assistant's salary paid from Fund 10. Another idea would be to pay for the Health Director's salary from Fund 10.
- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

SH&WS received funds for participating in the Medi-Cal Administrative Activities (MAA) Program. The amount and timing of payment from the federal government is unknown until the time of payment. Therefore, the funds are difficult to use for ongoing expenses, due to the inability to anticipate availability. The funds are generally used to complete Journal Voucher transactions to use MAA funds for previous expenses and release Fund 18 dollars to be used for other expenses or rolled over for the following year.

Technology and Equipment

Part F: Technology and Equipment

- **1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.**

SH&WS has the following technology needs:

- Electronic Health Record (EHR) System. We have paid for the yearly subscription, but there are some modules SH&WS does not have funds to purchase. Quest Laboratory Interface,

Customized Forms, etc.

- Massage Chair for student use by time slot (stress reduction, pain reduction, fatigue reduction)

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

The Student Health & Wellness Services Dept. is in desperate need to have the Director of Student Health & Wellness Services and Case Manager be 11-month faculty employees. Currently, both positions are only 10 months. 10-month employees in this department is an outdated length position. The needs of the department have continued to grow and coverage for intercession and summer are in desperate need.

Based off of the 10-month faculty calendar, the following issues arise

Director of Student Health & Wellness Services:

- No time to close out the program before the assignment ends. Our department books appointments until the very end of the academic year. This gives no hours for the Director to close out and tie up loose ends.
- No time to prepare the program for the start of the semester. The Director has to wait until their assignment starts to order medicine and supplies to prep the health office. This causes a delay for the department.
- Provide additional services for intersession or summer session. We are starting to notice that more students are inquiring about services during these time periods, as this is when students have time to take care of their external needs.
- Equality with our sister school, SJCC's Director, who is an 11-month employee.

Case Manager:

- Maxient Coverage; Maxient reports are submitted all 12 months out of the year. Kara needs hours to oversee Maxient reports during intercession and summer.
- Summer and Intercession coverage. There are students taking courses during these two periods and as such, there are students who experience crises and distress that Kara can see for appointments.
- The only case manager for the EVC Campus
- COVID-19; COVID-19 has increased students experiencing distress in both their academic and personal experience. COVID-19 has existed for about 2 years with no signs of ever going away. We have experienced an influx of students requesting to speak with the Case Manager and the only way we can meet that need is by bringing up the Case Managers assignment to 11 months.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SAO/SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Fahmida Fakhruddin

IEC Second Reader

Robert Brown