

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2024

Program: Student Health Services
Year CPPR Completed: 2020

Planning Year: 2024-2025 **Last**

Unit: Student Success and Support Programs
2024

Cluster: SSSP **Current Date:** March

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

Student Health Services strives to create a campus environment where students are empowered to make informed decisions about their health, leading to improved academic success, personal development, and a thriving college community.

This is done by assisting students with acute care services, mental health services, communicable disease control, illness assessment and referrals, first aid treatment, self-care programs that promote a positive and healthy campus, and health education resources.

Describe any changes in primary relationships, internal and external, to the District.

- Health Services contracted with BetterMynd Teletherapy for the 2023-2024 academic year. BetterMynd offers Teletherapy sessions and workshops free of charge to students and a crisis Intervention phone line. Students select a counselor through a diverse suite of therapists, and they are available days, evenings and weekends. Services are available during breaks and students select a therapist based on demographics, identities, lived experiences, and specialties. The program enhances access to therapy and includes a 24/7 crisis support line. Students also have access to bilingual therapist and 12 out of the 16 therapist in their network identify as a person of color. This is an important new service that helps meet the need for bilingual and bicultural services, especially as a Hispanic Serving Institution.
- Health Services contracted with 4 student ambassadors through the Chancellor's Office this year. Ambassadors promote crisis text lines, Cal Fresh, Student Insurance and other cost saving resources that may be available to them. They are trained and gain valuable leadership experience.

- Our program specialist, Andrea Betancur Echeverri left the position in August of 2023, and we began recruiting for a replacement for this position in Fall 2023. A new Program Specialist, Starr Cloyd, joined the team in January 2024.

List any changes to program service, including changes and improvements, since last year, if applicable.

We contracted with BetterMynd Telehealth Therapy to expand our availability for mental health therapy with after-hours appointments, crisis support, and a network of diverse counselors/therapist, including bilingual counselors. The need for bilingual/bicultural counselors is an important priority as a HSI institution and the BetterMynd service meets this need.

List changes to program in the last year in reference to relevant statutory authority//program regulation and related compliance issues, if any.

Regulatory changes:

- We are compliant with SB 367, effective January 1, 2023. This is a state-mandated program that requires health centers apply to use the statewide standing order to distribute dosages of a federally approved opioid overdose reversal medication and apply to participate in the Naloxone Distribution Project ((NDP) administered by the State Department of Health Care Services. The bill requires a campus health center to distribute a federally approved opioid overdose reversal medication, as specified.
 - We received the standing order and Narcan from the state and we've been distributing Narcan from the health center and promoting the service on campus and to staff. We provided staff training for Fall Flex activities and trained staff interested in obtaining Narcan.
- Additionally, AB 461, effective January 1, 2024, requires California Community Colleges to provide information about the use and location of fentanyl test strips as part of campus orientations and to notify students of the presence and location of fentanyl test strips. Additionally, each college health center must stock and distribute fentanyl strips.
 - We stock and distribute test strips and we notify students, currently via our website, tabling events, and signage about the availability of fentanyl strips and Narcan on campus.
- We remain compliant with any public health guidelines regarding communicable diseases, including COVID-19.
- Due to a carryover in mental health funds, we continue to report annually on the 2021 funds, until they are spent down, in addition to reporting on the 2022 mental health funds. We have two years to spend down the funding. 2021 funds are now spent down, and we are funding mental health services with the

remainder of the 2022 funds until we need to operate with the 2023/2024 funding.

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Provide updates, if any, on how your program addresses or helps to achieve the District's Mission Statement in the last year.

Health Services support and enhance the mission of Cuesta College by helping students achieve and maintain optimal physical, mental, and emotional health, and educating students toward taking responsibility for their own health and wellness. We use several modalities to support a diverse student body along their educational journey. Our program is based upon a public health model by supporting the whole student using education, prevention, and early intervention. This includes:

- Medical services: consultations and referrals via in-person and Telehealth appointments with a registered nurse or physician assistant; STI testing and treatment through referrals to CAPSLO/The Center and Public Health Department; TB assessments and skin testing; flu vaccination clinics, diagnostic testing for URI (COVID-19, strep testing, influenza), "Chat with a Nurse", and online health education tools.
- Mental and Emotional Supports: mental health workshops, Think Hopeful Wellness Program, Teletherapy/BetterMynd and online workshops, in-person mental health therapy, social media wellness content, trainings, stigma reduction activities/events, and health promotion activities.
- Social Supports: Participation in campus in-person and virtual events, facilitation of social support workshops and events, online peer support using "Think Hopeful", NEAT Peer education program and Wellness Ambassadors, referrals to campus resources like the Cuesta PRIDE club, Wired Like This, and other social supports. Partnership with the Wellness Committee for campus promotion and wellness events.

As a department we participate in institutional action *to enhance diversity, equity, inclusion and accessibility (DEIA)*. We are committed to examining equity gaps by looking at aggregate data of the students we serve and improving accessibility to services, evidence in our expansion with BetterMynd. By comparing the demographics of the students using services within the student health center and the data with college demographics, we can identify underserved groups. Separately, we also look at the impact of our services on student success metrics. Examples of DEIA activities, include:

- We provided professional education in equity during Flex Activities in October 2023 using a researcher from UCLA and data from our Healthy Minds Study (HMS) Survey, 2022.

- Provided QPR and Mental Health First Aid trainings
- Two staff members completed AIM training on accessibility.
- We continue to partner both on and off campus with committees and groups to enhance outreach among underserved groups and participated in diverse professional education opportunities.
- Participated in multiple cultural events (see events below) to reduce stigma and improve outreach to students from all backgrounds.

Staff participated in Professional Development Opportunities:

- Tonya, Leonard, Faculty Therapist participated in the following professional development opportunities: attended the International Innovations In Psychology conference; attended “Why We Must Eradicate Diet Culture”; completed training in EEO, On-line therapy, and Law and Ethics.
- Jessica Raybon, A-MFT completed: Central Coast CAMFT: Law & Ethics Workshop for Therapists, Eating Disorder Informational Workshop, SLO County Behavioral Health: Opioid Epidemic Seminar and Narcan Distribution, Pauline Peck & Nancy Diaz: "Love Beyond Expectations: Empowering Immigrant Daughters in Dating & Relationships", Alsana Eating Disorder Presentation, Central Coast CAMFT: Overview of Internal Family Systems Workshop, Central Coast CAMFT: Clinical Application of Internal Family Systems Workshop, Cuesta College Monarch Center's "Join the Dream" workshop: Commitment to serving as an ally for undocumented students at Cuesta College, Neurodiversity Affirming Care Presentation, Behavioral Health Safety Planning Webinar.
- Nicole Johnson, Director, participated in the following professional development: CCC System Webinars; HSACCC Fall 2023 Fall Conference; Resilience Conference; EEO training, QPR, Sexual Violence Awareness for Employees, 2022 Multi-County Suicide Prevention Summit; Cuesta’s grant funded projects/Building synergy and community; presented overview of mental health systems within the CCC system to the Alacrity project/UCLA on behalf of HSACCC; Guided Pathways collaborations and trainings; Evidence based training on contraceptive care; attended Cuesta’s guest speaker Dr. Natacha Cesar-Davis Speaker; Professional Learning Session - Supporting Students on the Spectrum with Their First Years of College; 2023 MHAW: Alameda County Mental Health Navigators: A Pilot Program to Improve Access to Care; and completed a family planning certification course.
- Starr Cloyd, Program Specialist, participated in the following: EEO training, Webaim, QPR, Mobile Crisis Team (MCT) Co-occurring mental health and substance use disorders, MCT- Safety Plans, MCT- Trauma Informed Care, MCT- Culturally Responsive Interventions, MCT- Crisis Response Assessment, MCT- Culturally Responsive Crisis Care for Tribal and Indian People, MCT- Strategies for Adult Individuals with Intellectual/Developmental Disabilities, CPR, Narcan, ASIST, Harassment Training Supervisors and Line Staff, Resilience Training, MHFA Adult and Youth

- Registered Nurse Frances Wheeler completed: Active Shooter training, basic life support (BLS), 30 hours of continuing education to renew her nursing license, MICN (mobile intensive crisis nurse), and requirements toward her Public Health Nursing certificate. She is also enrolled in an advanced practice nurse program to enhance her education.
- Leanne Reimer was a department lead/coach for Caring Campus, completed EEO training, and WebAim.

Department staff were involved in the following district wide and community committees and taskforce groups:

- The Director serves on the Student Intervention and Response Team (SIRT) by consultation last year, COVID-19 Planning team, Management Senate Vice President, Management Professional Development, College Council, Wellness Committee, several hiring committees, Chair of the CCMS Mentor Program
- The Director serves on the following off-campus committees and groups: HSACCC board of directors-President, HSACCC Research Chair, Stakeholder Engagement and Future Planning Sustainability UCLA/ALACRITY collaboration with HSACCC, consultations with the health and wellness and the Multi-Agency Suicide Prevention Summit Planning.
- Faculty MFT, Tonya Leonard served on San Luis Obispo Mental Health Advisory Board to provide input on County Mental Health services and spending. This helps establish relationships with all county agencies that provide mental health services which help facilitate quicker connections to services for our students. They served on the Suicide Prevention Council and work regularly with the County Crisis Stabilization Unit to keep up to date on changes and services provided for our community and students. They served on SIRT (Behavioral Intervention Team), GALA Pride and Diversity, LGBTQ+ County Task force, and GALA Pride and Diversity Education Committee.
- PT Faculty MFT, Ashley Hart, is a trainer for QPR and member of California Association of Marriage and Family Therapists – Central Coast Chapter.

We prepare students to become engaged citizens in our increasingly complex communities and world. A table of 2022/2023 sponsored health and wellness events/activities is included below.

Event	Topic	Outreach #
STEM Seminar, presentation	Connecting students with Health Services	60
Connect @ Cuesta	Promoting Health Services	120
Awareness Gallery Opening Event SLO/NCC	Stigma reduction/mental health	210

Class Presentation in CSS 225	Promoting Health Services	26
A break for wellness and mental health with Ashley	Mental Health and Wellness	6
UndocuAlly - Join the Dream Movement, presentation-Faculty	Mental Health for Undocumented Students	10
UndocuAlly - Join the Dream Movement, presentation-Staff	Mental Health for Undocumented Students	15
QPR training for students	Mental Health/Suicide Prevention	8
Vaccine distribution during transfer day	Health/Prevention	
Colegas Conference	Mental Health for Undocumented Students	200
Think hopeful class presentations	Mental Health and Wellness	40
Grow your Mental Health	Mental Health/destress event	150
Studyathon	Promote Health Services	200
Monthly display in the library	Mental Health Resources for black communities and healthy relationships	Unknown
PODER Mentorship: Painting Event	Wellness strategies	15
ESL class presentation	Student Health Services	25
Connect at Cuesta NCC	Student Health Services	20
Connect at Cuesta SLO	Student Health Services	100
Speed Friending Event SLO	Inclusion and belonging	105
Speed Friending Event NCC	Inclusion and belonging	22
Dream Team presentation	Student Health Services- Undocumented student support	10
De-stress workshop: Crochet	Wellness strategies	2
Workshop- Essential Resources foe GED and ESL students	Student Health Services	10
Monthly display in the library	Nutrition Month	
ASCC presentation	Public Health Week	13
Dog therapy and snack demo SLO	Nutrition and Diabetes Awareness	110

Coffee Break - South County Campus	Student Health Services	35
Dog therapy and snack demo NCC	Nutrition and Diabetes Awareness	60
Cougar Voices: Cooking Demo	Nutrition and wellness, student health services	56
NCC Coffee Break ESL and GED students	Student Health Services	90
Public Health Week Event SLO	Local Health Services	117
Public Health Week Event NCC	Local Health Services	75
Conectandonos	LLN luncheon meet & greet	20
College Corps Mental Health & Wellness Workshop	Think Hopeful	8
Earth Day Tabling SLO with Public Health	Quit smoke resources	170
Educate/Promise Day	Student Health Services	140
Think Hopeful Workshop	Mental Health	2
Cougar welcome days SLO	Student Health Services	90
Cougar welcome days SLO	Student Health Services	70
Cougar welcome days NCC	Student Health Services	30
Studyathon SLO	Student Health Services	150
Cougar welcome days NCC	Student Health Services	30

B. Provide updates, if any, to how your program addresses or helps to achieve the District’s **Institutional Goals and Objectives**, and/or operational planning initiatives in the last year.

Institutional Goal 1: Access. Increase student access to higher education.

The Health Services Program is developed based on best practices, theory based, professional guidelines, and health risk appraisal and surveys. Clinical treatment, education, and prevention are key elements of a comprehensive health program. Health Services must also focus on critical health issues and trends that students are facing including substance use or misuse, nutrition and eating disorders, sexual health, mental health, stress management, personal safety and violence, and health advocacy.

The Health Services Program plays a pivotal role in supporting a healthy campus environment and contributes to student retention and success by addressing the nonacademic barriers to success. In addition, community resources are at capacity and difficult to access. Our program provides services that a student may otherwise be limited to within the community.

Institutional Goal 2: Completion. Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.

- Health Services promote student success by addressing non-academic factors which impede learning. This is done through access to acute medical care services, health promotional activities, and social and emotional support. We remain engaged with our student body groups and partner with clubs, student groups, and other departments across the campus and community to ensure student success. Data included below will include success measures for students who utilize our services and demonstrate that the program contributes to student completion.
- By promoting Telehealth services and content through social media, online health education, such as Wellness Central in Canvas, we increase access to all students, including distance education students.
- By creating opportunities for non-traditional students, including evening only and re-entry, to access services beyond “normal” office hours or through Telehealth, we have decreased barriers to care and provided greater opportunity for students to access health services.
- Provides resources through basic needs and other campus areas; undocumented ally health support resources via the webpage and presentations, and participation at events with diverse student groups.
- Trainings: QPR, Mental Health First Aid, Flex activities, and new employee orientation presentations. Flex activities educate the campus and reduce stigma. Providers and support staff participate in cultural sensitivity trainings and continuing education workshops that include recognition of cultural differences, equity, bias, and privileged. We have an LGBTQ+ Certified affirming therapist on staff.
- The therapist provides input and represents the needs of diverse groups through participation in the following campus and community committees: SIRT (Behavior Intervention Team); GALA Pride and Diversity; LGBTQ+ County Taskforce; GALA Pride and Diversity Education Committee; and Mental Health Services Advisory Board, SLO County
- Staff work directly with the following groups: Monarch Center Dream Team, Library, Student Success Center, ASCC, Hispanic Heritage Month (planning team), STEM events, Cultural Center, Teacher Pathways, Safe bar network (sexual assault prevention), Campus Well network, The Center (alliance for sexual reproductive health services), TMHA alliance, SLO County Behavioral Health, and Promotoras.

Institutional Goal 6: Facilities and Technology Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities

- Promoted online resources, including Mindwise, Campus Well, Wellness Central on Canvas, social media content and a digital relaxing room.
- Refined the EMR and incorporated additional functions to remain compliant with regulations and/or improve the student experience.

- Continued contract with digital peer support program, “Think Hopeful”. This online wellness program provides a 3-tiered approach to mental wellness, which includes (i) Self-care, (ii) 1:1 wellness coaching, and (iii) Community features.
- Entered a new contract with BetterMynd to enhance Teletherapy and make services available to a more diverse student body (2023-2024 academic year).
- Promote free and confidential mental health app, Soluna (2023-2024 academic year).

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational changes. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary:

- Describe data collection tool(s) used.
 - Aggregate data of students who use health services (**see below**)
 - [Satisfaction Surveys](#)
 - [Aggregate data](#) from the *Think Hopeful Wellness Program*

	Mental Health	Nursing/Medical	Think Hopeful 1:1 Coaching
Unduplicated Headcount	183	286	
Total Appointments	848	931	622

2022-2023 Aggregate data by race, ethnicity, age and gender

	Mental Health Appointments	**Nursing Consultations
GENDER	female (64%) males (35%) unknown/unreported (1%)	female (60%) males (38%) unknown/unreported (2%)
ETHNICITY	Asian (3%) Black/African American (2%) Hispanic/Latinx (34%) ↑ Native Hawaiian/Other Pacific Islander (1.1%) Two or more Races (9%) White (49%)	Asian (5%) Black/African American (1%) Hispanic (33%) Native Hawaiian/Other Pacific Islander (0.01%) Two or More (8%) White (52%) Unknown (1%)

AGE	Under 20: (59) 32.8% 20-24: (50) 32.2% 25-29: (24) 13.3% 30-34 (16) 8.9% 35-39: (11) 6.1% 40-49: (7) 3.9% 50+: (5) 2.8%	Under 20: 40.9% 20-24: 31.5% 25-29: 9.4% 30-34: 5.9% 35-39: 5.9% 40-49: 3.1% 50+: 2.8% Unknown: 0.3%
SUCCESS METRICS	Persistence Rate: 94.1% ↑ (Collegewide: 65.6%) Retention Rate: 87.4% (Collegewide: 89.68%) Success Rate: 77.51% (Collegewide: 75.97%)	Persistence Rate: 91.0% (Collegewide: 65.6%) Retention Rate: 92.0% (Collegewide: 89.68%) Success Rate: 85.70% (Collegewide: 75.97%)

↑ = Indicates a statistically significant increase from last year (>5%)
** = first year to obtain this aggregate data, no comparison offered

Think Hopeful Program Data

Age	18-30: 50%	30-40: 40%	40-50: 10%		
Race	Hispanic/LatinX 60%	White 25%	Asian 8%	Black/African American 2%	Choose not to reply 5%
Gender Pronoun	She/Her: 45%	He/Him: 30%	They/Them: 10%	Choose not to reply: 15%	

Include updates to program data results from the previous year, if any.

This year, we looked at aggregate data for all students who used our services, broken down by mental health and medical services. Last year we looked at mental health only. Success metrics improved this year, and we were also able to calculate the persistence rate this year.

B. Data Interpretation:

- The **persistence rate** for students using mental health and medical services is worth noting. Students have a 28.5% higher persistence rate when utilizing mental health services than the college average and students utilizing medical services have a 25.4% increase.

- It is not surprising that **retention rates** for students utilizing mental health services is slightly lower than the college average because we know that students with mental health problems are twice as likely to leave their institution based on research (Health Minds Study Survey) and those accessing mental health services are more likely to be struggling with their mental health. However, those in school using services have higher success rates than the college average and are more likely to persist. We need to identify how improving access to services can improve retention over time. I would also like to look at retention rates for students who use at least three or more mental health sessions as it is likely we would see improved metrics and the data may be skewed by students whose mental health is compromised and come in for only one or two sessions.
- When looking at **satisfaction surveys**, the majority of our students are satisfied with the mental health and medical services we provide. They also report they are satisfied with our events, contests, and workshops; support staff; and they find the online portal easy to navigate. They overwhelmingly prefer in-person or hybrid services over telehealth only. Lastly, they agree that using the services helped them be more successful in their studies and they are very likely to recommend services to a friend or classmate.
- When examining the aggregate data from the **Think Hopeful Wellness Program**, it's worth noting that 60% of the participants are Hispanic/LatinX, 8% are Asian, and 2% are Black/African American. This program is proving to be a valuable asset for underserved populations who may shy away from traditional mental health supports. In addition, 40% are between the ages of 30-40 and 10% are between 40-50, demonstrating that the service appeals to older students who may enjoy the benefits that the service brings after hours and on weekends. Usage data for the program is highlighted below:
 - Engagement during daytime (M-F, 9-5) peaked during lunch time (11am-1 pm)
 - After hours engagement continued to be higher than during the daytime.
 - Overall utilization starts to peak from 6 pm through 11pm.
 - Utilization is almost equal during weekdays and weekends.
 - During the school breaks, students utilized throughout the day with the peak hours still during lunch hour.
- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - You can see from the table above that the percentage of Hispanic/Latinx students served for mental health services increased significantly from the prior year (28% to 34%). We have identified this group as underserved and made intentional efforts to reduce stigma and improve

outreach. The percentage increased from 28% in 2021-2022 to 34% in 2022-2023. *This is an increase of 6%. This group of students are also accessing the Think Hopeful program at a high rate (60% are Hispanic/LatinX).* By engaging a large portion of students of color as well as students over the age of 30, men, first generation to attend college, and other disproportionately impacted groups, the Think Hopeful platform not only lessens the stigma with accessing individualized wellness supports, but it also promotes equity by providing culturally competent individualized care and greater accessibility to receiving support.

- Identify areas if any that may need improvement for program quality and growth.
 - There is no significant difference between the students we serve and the college demographics when looking at race, ethnicity and age. This reflects our outreach to serve underrepresented groups over the years and activities to reduce stigma around accessing care.
 - There is a lower percentage of male students utilizing both mental health and medical services. We would like to examine how to improve the number of males accessing services, though this is a trend in the community/national data as well, and is not unique to Cuesta.
 - Our capacity to serve students is limited due to only having one FT mental health provider. The success metrics demonstrate that investing in student mental health improves academic outcomes and should be an institutional priority.
- Recommend any changes and updates to the program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#)
 - Replace retiring FT Therapist, Tonya Leonard with a FT Faculty Therapist. This position was prioritized number one for SSSP in Fall 2023 through faculty prioritization committee. To date, we are waiting approval to move forward with hiring this position.
 - Submitted a year-round Implementation Plan for Health Services in December 2023. Continue steps to implement this plan by Fall 2025.
 - As noted in the Implementation Plan and prior year's APPW, we recommend using the mental health funds to hire a second full-time mental health therapist.
 - Update the Student Health Fee board policy. Draft revision of BP/AP 5200 submitted on December 15, 2023, in the Implementation Plan noted above.
 - Hire a permanent/PT Nurse Practitioner or Physician Assistant for higher scope of practices. This position is included in the Implementation plan.
 - Hire Associate MFTs to support/augment mental health services as needed. Associates will work under the supervision of the licensed staff MFT.

- Convert storage room in Health Services to a third therapy space (proposal received from facilities and approval granted). Awaiting timeline from facilities.
- Contract with County Behavioral Health and/or Community Counseling Center (CCC) to offer in-person mental health services in NCC and supplement supports in SLO as needed. Sample contract submitted in December 2023.
- In Fall 2023 Health Services applied for and was recently accepted for a program to support becoming our own Family PACT provider. This program is supported through the Chancellor’s Office and a contracted third-party billing agency, Medical Billing Technologies (MBT). **Family PACT** is a government reimbursement program that provides family planning and related services to people who qualify. This program will generate income for Health Services by billing for reproductive healthcare and brings this much needed service for students back to campus. We will begin onboarding in Spring or Summer 2024 and it's expected to take 6 months before we become operational. The contract with the Chancellor’s Office and MBT is free and provides administrative support with the onboarding and billing process.

IV. ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

Cluster Priority Goal from Last Year	Results/Status
1. Provide administrative and service excellence	Status: on-going Results: We completed the following: 2023 APPW, administered satisfaction surveys, updated internal policies, advanced the EMR, participated in multiple events across campus, completed professional development.
2. Provide Continuous Outreach and In-reach	Status: on-going Results. See Event Calendar for activities Health Services Promotes

<p>3. Provide innovative and technological services through online delivery of health supports and an electronic medical record (EMR) and is synced with a new scheduling system.</p>	<p>Status: on-going</p> <p>Results:</p> <p>Contracted with Think Hopeful and BetterMynd for teletherapy and online wellness support.</p> <p>Advanced features through the EMR.</p>
<p>4. Increase collaboration with other departments to align services.</p>	<p>Status: on-going</p> <p>Results: Collaborations discussed in this APPW.</p>
<p>5. Contribute to a positive and safe campus culture.</p>	<p>Status: On-going</p> <p>Results: See Event Calendar above for list of events we've promoted or hosted that improve campus culture.</p>
<p>6. Civic and community engagement</p>	<p>Status: on-going</p> <p>Results: This APPW discusses multiple community events and committees' health services partners with.</p>

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).

Health Services, in collaboration with SSSP Leadership, created new ASO and SSOs for the 23/24 Academic Year and Strategic Objectives.

Student Learning Outcomes and Strategic Objectives are outlined below:

Overall Goal:

The Student Health Services Program strives to create a campus environment where students are empowered to make informed decisions about their health, leading to improved academic success, personal development, and a thriving college community.

Assessment and Evaluation:

- Surveys and Feedback

Regularly gather feedback from students through surveys to assess satisfaction levels and identify areas for improvement. Use feedback to make data-driven decisions for program enhancements.

SSOs/PLOs:

1. By June 1st, 2024, Health Services Program will be able to: (a) identify two groups under-utilizing services within the health center; (b) develop two strategies for targeting underserved students within the health center; (c) begin implementing strategies to reduce access barriers within the targeted groups.

SLOs:

2. Students will increase their knowledge about stress during office visits, or campus workshops, by identifying: (a) normal and abnormal stress, (b) three ways to reduce stress, and (c) where to access help if their stress is impacting their day-to-day living. This will be assessed randomly using a pre/post workshop of office visit assessment.
3. Increase the number of students who report their healthcare provider always gave them easy-to-understand instructions about how to take care of their health condition by 5%.

Strategic Objectives for Academic Year 2023/2024

<p>Objective 1</p> <p>Advance an equity minded health services program that ensures program access to a diverse group of students as they attain their educational goals.</p> <p>1a. We will reduce stigma around accessing services, like mental health and sexual reproductive services. We will do this by facilitating stigma reducing activities and promoting safe messaging around health and wellness.</p> <p>1b. We will improve access to health services for disproportionately impacted students. We will do this by using disaggregated data to target specific groups who underutilize resources and who are at increased risk and improve access through staffing, partnerships, and community-based referral systems.</p>	<p>Objective 2</p> <p>Increase student persistence and retention by identifying the relationship between educational success and health across the campus and promoting the personal development of the <i>whole</i> student.</p> <p>2a. We will connect and engage with students early on and often. We will do this by embedding services and program information into orientations, across all areas of the campus, guided pathways, campus events, classrooms, etc.</p> <p>2b. We will target <i>at-risk and non-traditional</i> students who may be disproportionately impacted by non-academic barriers to success. We will do this by connecting with campus programs, faculty, and staff to promote awareness of services within identified groups</p>
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<p>1c. We will examine department <i>and</i> institutional barriers to access. We will do this through our annual program review, feedback from students and staff, governance processes, professional development opportunities and by staying up to date on current evidence-based practices for health services programs on college campuses.</p>	<p>(i.e., Veterans Center, EOPS/CalWORKS/Foster Youth, Monarch Center, DSPS, Basic Needs Center) and implement early intervention strategies.</p>
<p>1d. Health Services staff will be prepared to serve diverse student populations with an equity minded service delivery model. We will do this by promoting and engaging in cultural, intellectual, and professional growth opportunities.</p>	<p>2c. We will cultivate relationships with support programs, staff, faculty and leadership to improve awareness around health programs and support resources. We will do this through flex activity professional development opportunities, classroom and meeting presentations, student ambassadors, communication tools, faculty toolkits, employee orientations, etc.</p>
	<p>2d. We will gather feedback and review data around health and wellness, including mental and physical health and basic needs. We will do this by conducting campus climate surveys, feedback from students utilizing our services, and disaggregating service utilization data, especially how it relates to student success measures.</p>

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

- Health Services continues to advocate replacing our retiring MFT position *and* for one additional FT Faculty therapist paid for by the on-going mental health allocation funds (these funds restrict a District from using them to replace existing services). This position was rated number 1 for SSSP programs in Fall 2023 faculty prioritization process. *Without this position, our program will be significantly impacted by Summer 2024. There is a high demand for services and long wait times for on-campus services and within the community.*
- In addition, there are two temporary/PT positions hired as professional experts that are being examined. A recommendation for these positions is included in the Implementation Plan, submitted to the Dean and VP of SSSP December 2023. I recommend that the MFT Interns continue as professional experts since they are temporary only, with the terms of their contract clearly outlined that the position is "temporary, while they are unlicensed, with an end date being "3000 clinical hours and/or at the time they become licensed". MFT associates are used on a semester-by-semester basis to expand in person services when needed.

- I recommend the Nurse Practitioner/Physician Assistant return to a PT Faculty position or independent contract.

Internal and external organizational changes:

- CAPSLO/The Center has not returned to serving students on campus for sexual/reproductive health since 2020. Due to this on-going need, the director applied for and was granted support through the Chancellor's Office and MBT billing to become our own FamilyPACT provider. We will begin onboarding soon and hope to operate the vital services on campus in 6-8 months.

Student and staff demographic:

- The increase in distance education courses and decreased enrollment has a significant impact on student engagement and efforts to improve communication to students is an on-going challenge on many SSSP programs, including Health Services. Service utilization for some aspects of the program and outreach and events is negatively impacted. Decreased enrollment has a negative impact on the HSP budget since we operate primarily by the mandated student health fee.

Providing service to multiple off-campus sites or expanding hours:

- Demand for services does not necessitate hiring, except for mental health. As part of the implementation plan for year-round services, significant increases in staffing are required. Health services differ from other departments, in that we need licensed providers on site to safely operate and classified staff alone cannot operate a health center. Currently, the director and 1 faculty therapist are the only full-time licensed providers for multiple sites, therefore service hours are adjusted to offer services during the most utilized hours/days. Our revenue needs to increase, and/or we need external funding to increase staffing.

Anticipated staffing changes/retirements:

- The program continues to advocate replacing the retiring FT Faculty therapist and use mental health allocation funds for an additional FT therapist. If the position does not move forward as requested in the 2023 faculty prioritization, then the director recommends, the position go through faculty prioritization again in 2024.
- If appointment usage for clinical services increases, then the director recommends we hire into the vacant PT RN position.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

- Requesting the replacement of T. Leonard, retiring MFT
- Hire a second MFT with categorical funding (mental health funding)
- Hire MFT associates with mental health funding
- Continue temporary contract or hire permanent NP/PA with student health funds.
- BetterMynd and Think Hopeful – funded by mental health funding.
 - The Director will examine the return on investment for the Think Hopeful program before committing to another year.
 - Prioritize BetterMynd with mental health funding since this service improves access through a teletherapy model.

B. Equipment/furniture (other than technology)

- Purchase 2 chairs and 2 sit/stand desks for front office staff (identify funding source since health services budget is restricted to allowable expenses using student fees).
- Massage chairs for “Zen Room” – funded by mental health

C. Technology

- PyraMED EMR – funded by Health Services



D. Facilities

- Convert 3150 H to a third therapy space using mental health funding and remodel existing therapy rooms. This is approved and should begin in Spring 2024.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Nicole Johnson		3-4-24
Division Chair/Director Name	Signature	Date
Leanne Reimer	<i>Leanne Reimer</i>	Mar 6, 2024
Name	Signature	Date
Starr Cloyd	 <small>Starr Cloyd (Mar 6, 2024 08:48 PST)</small>	Mar 6, 2024
Name	Signature	Date
Tonya Leonard	<i>Tonya Leonard</i>	Mar 6, 2024
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date











2023-2024-SSSPandASP-APPW_HealthServices_Final

Final Audit Report

2024-03-06


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