



Student Services Program Review

Program	: STUDENT HEALTH SERVICES
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Date	: 4/24/2023
Previous PR Date	: 5/17/2019

Part 1. Program Mission Statement

Cypress College Mission

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

A. Provide your program's mission statement.

Cypress Student Health Services strives to inspire hope and support the health, wellness, resilience and thriving of each student. Using an integrative approach, we collaborate with campus and community resources to educate and support students' ownership of health and well-being as a basic necessity. Health Services works with the ultimate goal to support greater health and well-being for all students and assist in creating equitable conditions to support healthier flourishing communities.

B. How does it align with Cypress College's mission?

The Student Health Services (SHS) mission statement supports the college mission statement by focusing on lifelong learning and education about health and wellness to ensure the best outcomes for students academic and personal lives. This underpins success in education, profession, and provides an increase in overall community wellness

Part 2. Program Overview

A. Briefly describe your program, including program components, function, and purpose.

SHS is a non-categorical service department that provides medical and mental health services to all students. Health and Wellness is essential to the overall success of every student, personally and professionally. Health education, prevention and screening are a main focus of every college health visit.

Physical/medical health services provided, include yet are not limited to: screening/treatment/referral for Sexually Transmitted Infections (STIs); Tuberculosis (TB) Screening; Wellness exams for women including PAP testing and testicular exams for males; Vaccine clinics for Influenza & Covid; Vaccine screening and provision of Hep B and Tdap; Lab work for screening, wellness panels and other diagnostic testing; provides on-site treatment, prescription medication with aftercare education; provides first aid care to injuries; cares for episodic illnesses and injuries; tobacco cessation services; weight & nutrition counseling; and provides education with each encounter and follow-up as needed. In person or telehealth appointments available per student preference.

Mental health is an essential part of the SHS services. Offering in person and virtual mental health counseling is important for increasing students engagement in classes, persistence in coursework and ultimate academic success. Forming an Active Minds Chapter to support peer to peer mental health, advocate and educate on mental health awareness and stigma reduction, suicide awareness and prevention through outreach, peer support and weekly student support groups. Initiating Radical Care in the Fall of 2022 to support student mental health and bringing ProtoCall to campus to provide an afterhours, weekend and vacation crisis support call system. A Mental Health Toolkit was created as a resource by the Mental Health Counselors for both faculty and students.

SHS is constantly engaging in activities and events to increase student awareness of SHS services and health and wellness related topics, provides educational outreach to classes, and works with other groups and clubs to increase SHS visibility and educate on services available to students.

SHS participates in multi-disciplinary committees for the college and district to support health and wellness interests. The SHS: provides oversight of the Automatic External Defibrillators on campus; provides Naloxone (an Opiate Reversal Medication) training and distribution for campus emergency responders per the Naloxone Grant Program from California Department of Public Health (CDPH); and submits all Student Accident Reports to the district insurance carrier.

The overall purpose for SHS is to have every student be responsible for their health, which in turn improves their success.

B. Describe how your program interacts or collaborates with other on- and off-campus programs.

Cypress SHS works closely with community and campus partners to improve the services we provide to our students. An important function of SHS is providing reliable on campus and community resources by in person contact in the Health Center, at SHS events/ activities/ classroom or group presentations and providing this information online on our website, canvas shell, social media sites, Health Center YouTube channel and in virtual presentations.

Physical/Medical Community Partners- off campus:

The Orange County Health Care Agency (OCHCA) partners to provide vaccine for flu and covid clinics over the past years. Cypress SHS Director is part of the Orange County Institutes of Higher Education (IHE) Collaborative that meet monthly to discuss health and current topics in college health. During the pandemic this was led by OCHCA Public Health Director and administrative team to discuss the latest concerns and issues of Covid on a weekly and biweekly basis; OCHCA Vaccination Clinic and the HIV/STD and TB Clinics as referral sites; AltaMed for PrEP, PEP, HIV/STI screening and treatment; Solace Foundation and Hazelden Betty Ford Foundation are partners to provide treatment for Substance Use, OD Prevention and Naloxone trainings for the campus per SB 367. CDPH and the Naloxone Distribution Project to obtain Naloxone for the campus emergency supplies.

Mental Health Community Partners- off campus: Didi Hirsch to provide suicide prevention trainings and mental health first aid trainings. OCBHS is used for mental health consults. Active Minds have been partners to initiate an Active Minds Chapter on campus and mental health events. Other community partners are The Steve Fund, BeWellOC and Connect OC/Partners4Wellness. OCAPICA for Orange County Asian Pacific Islander Community Alliance connects referred students to providers for free counseling visits. Art with Impact for their Movies for Mental Health and Wellness in Words programs to initiate discussions on mental health challenges.

On campus partners: As a founding partner of the Cypress Wellness Collaborative we share wellness goals and support events. We have collaborated with partners in EOPS, DSS, Veterans and other student service areas in events, mental health events, and sexual assault awareness events specifically. Active Minds Support Group is a HC supported resource for the campus.

C. How is your program funded? Please include sources of funds such as categorical (e.g. SEA, EOPS, DSS), general, or grant.

SHS is non-categorical and is 100% student health fee funded, no general funds. Note, during the pandemic the HEERF (Higher Education Relief Funds) were used to back fill all deficits encountered by returned health fees, decreased enrollment and increased medical costs related to Covid.

The Mental Health Allocation from the CA Legislature to support CCC Mental Health started in 2021-2022. This specifically covers only mental health support and is based on enrollment numbers, after district maintenance fees this is approximately \$205,000 annually.

Part 3. Student Satisfaction with Services

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

The online survey done Spring 2022 showed results that were consistent with past surveys. The overall responses of “excellent” and “good” were 92% or above in all eight aspects. The lowest rating was timeliness of response (92.4%), staff helpfulness (92.4%) and quality of materials and resources (92.4%). The Health Center has been primarily remote from spring 2020 until spring 2021 when we were in person a few days and the remainder remote. The ratings might be a reflection of adapting to the remote (online/phone/HC Web Portal) assistance versus in person assistance.

Staff knowledge, overall quality of service, courtesy, clarity of procedures and hours of operation scored the highest (92.8-92.9%).

The most rewarding results were 89.3% strongly agreed/agreed that services provided by the Health Center helped achieve personal health and wellness goals. The ultimate goal of the Health Center is students taking responsibility for their own health and wellness so this was an important finding.

The most important services per respondent's comments were providing physicals, immunization and testing, and mental health counseling. Best comment for mental health services: “it was a very dark day of rejection...hard to focus and come out of that dark place. I called the Health Center and got help right away”.

My concern with a survey sent to 6000 random students is that #151 responded to the Health Center survey, of whom #28 had ever used services in the Health Center. The findings are not representing the entire student body but the 28 individuals who may have an implicit bias to respond. The respondents completing the survey and never having had services were generally unaware, too busy, not needed or covid restrictions kept them away.

The biggest lesson is that responsive timely customer service, whether in person or remote, is most desirable. Competence, clarity, courtesy and hours of operation are most appreciated by students taking the survey.

B. Compare these survey results with results from previous program review.

The results obtained from the spring 2022 survey compared to the survey done in 2019 were consistently greater than 90%.

The areas receiving the highest “excellent” scores in 2019 were: Staff helpfulness, staff knowledge, and overall quality of service. The areas in 2022 receiving the same “excellent” scores were: Staff knowledge, staff courtesy, and clarity of procedures followed by overall quality of service.

The areas with the highest number of student comments are related to access and hours of services.

It must be noted the time period from the last Health Services Program Review and this review is the occurrence of a global SARS CoV-2 pandemic. It would be remiss not to mention while providing services the Health Center transitioned all services from an in-person platform to a telehealth platform in a few weeks. The overall number of students utilizing services dropped significantly and the Health Center added online drop in sessions, online support groups, trainings, mental health activities, acted as a covid resource and advice line for the campus.

The fact that this upheaval of services did not change the survey results significantly is interesting. Students who reached out received the support they needed, what of the others who may have been in need but did not know services were available to them? How do we hear their voice, find where to reach them and how do we connect with them? That would be truly significant information to have as we plan for the future.

Part 4. Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

SHS provides services to every student who pays the health fee- all ages, genders, races, etc.

The decreased enrollment has a profound effect on the SHS budget, which pays 100% of the salaries and medical supplies as a non-categorical department.

The number of students seen in the Health Center is tracked with the Electronic Medical Record (EMR). This allows specific data to be retrieved per provider, diagnosis, date, month, etc. Each visit in the EMR means there was contact with a Health Center provider and a student/staff member.

In years prior to the EMR (100% online in 2014), any student contact was recorded and overall numbers were much higher. The following annual patient count seen in the SHS, this does not include "no-show" and "cancelled" appointments, is as follows:

- 2019-2020= 2778; with #2109 Medical visits, #669 Mental Health visits
- 2020-2021= 834; with #541 Medical visits, #293 Mental Health visits
- 2021-2022= 639; with #369 Medical visits, #270 Mental Health visits
- 2022-current 2023= #1007; with #522 Medical visits, #485 Mental Health visits

Decrease enrollment and online students have decreased the overall number of visits.

To support the services provided by the Health Center, the course success rates and course retention rates were investigated the academic year 2022-23. The course success rate was 78% for students who received Health Center services, compared to the college average of 69%. The retention rate for students who received Health Center services was 90%, compared to the college average of 85%. This is consistent with other Community College Health Centers, that receiving these services increases retention and success.

In the spring of 2022 Cypress College participated in the Healthy Minds Survey, a national health survey implemented by the University of Michigan. The Health Center promoted the survey to students at events, classrooms, etc. Approximately 10% of the student population who participated (#1208) mirrored the demographic make-up of the student population per 21-22 Institutional Effectiveness Report: 49% Hispanic, 25% Asian/PI, 15% White, 8% Black. They were 58% female with the average age of 26.43 years.

The main findings from Cypress College students:

- 62% of students experience symptoms of one significant mental health problem, such as depression, anxiety disorders, suicidal thoughts, self-injury, or eating disorders. Among these, 37% have received mental health services within the past year.

Satisfaction rates near 89% among students who used campus mental health services, suggesting services are effective. Students with mental health problems, such as depression, are two times more likely than their peers to leave college.

- 53 students experienced suicidal ideations in the past 12 months
- 70% of students experienced stress/anxiety in the last 12 months
- 59% have felt overwhelmed and could benefit from seeking mental health services
- 36% have considered leaving school because of their mental health
- 26% have lost a loved one, family member, or close friend from Covid
- 60% of students prefer to see a MH counselor in person, telehealth 20%, and peer support 11%
- Largest barrier faced in the last 12 months were financial 29%, mental health 28%, physical health 15%

SHS provides FLEX Day presentations on Health and Wellness topics to faculty to educate on our services and provide them with information to share with their students, recognizing they are a vital link with students and services. SHS has provided Health & Wellness Fairs, "Walk of Hope" Suicide Awareness, Didi Hirsch Suicide Trainings, Mental Health First Aid training, Film screenings with Active Minds Speaker, Suicide Prevention tabling events with college and community partners and the "Walk of Hope" that was initiated in Fall 2022, Denim Day and the Clothesline Project, Sex Day Tabling, Art with Impact Mental Health events and participates in Wellness Events. The HC participates in tabling events including Welcome Back, Club Rush, Charger Fridays, New Student Parent Night and Commit2Cypress.

Outreach numbers for the HC:

-2019-2020: Incomplete- beginning of the pandemic, disruption of planned events

-2020-2021: #501- struggled to maintain attendance at events due to the transition between being completely remote to hybrid.

-2021-2022: #456; number of events hosted/participated in was #23

-2022-2023: #2,009; number of events hosted/participated in was #54

Six Covid and Covid/Flu vaccine clinics were provided with community partners to over #450 participants.

Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

Accomplishments since the last review:

The unprecedented occurrence of a global public health pandemic by SARS Co-V 2, or Covid, disrupted all “normal” routines and required isolation of all individuals, implementation of safety measures and cessation of nonessential services. All college services transitioned to an online status. SHS maintained services by transitioning to a telehealth platform in weeks during March-April 2020. This required staff training and purchase of additional online communication processes to use with the EMR. Initiated virtual support for mental health with “drop in” sessions open to all and other virtual support with community partners.

SHS provided clinical support during the pandemic by providing up to date Covid related information and resources to campus and district Covid Response teams and providing a SHS call line to answer all student/staff questions. Acted as a liaison with OCHCA for current Covid information and updates to share with the campus and district.

Worked with the Athletic Dept. to provide oversight of the Antigen Testing Center for Athletes during spring 2021 to allow student/athletic staff participation in sporting events, practice, etc. and continued at lower scale during 2022 until June 2023 as needed.

In 21-22 when Mental Health Counseling returned in person to provide counseling, the space in the Health Center was not adequate to safely conducting these sessions. This resulted in a transitional move of Mental Health Counseling to the 2nd Floor of Gym II.

Improvements since the last review:

SHS learned that online services provided an additional care delivery method that increased access for students preferring this method. Initiated a collaboration of all Institutes of Higher Education (IHE) Health Center Directors in OC to meet virtually with OCHCA Medical Director team for updates on the pandemic, local updates, support, resources and supplies. This was so valuable that Health Center Directors continue to meet monthly to network health and wellness topics pertinent in college health, OCHCA team is always present and provides local public health updates and answers public health concerns and questions.

The number of Mental Health (MH) Counselors increased to four TEAs and one 12-month Temporary Project Director, which increases the number of appointments available to students. Reinstated “crisis hour”, a designated hour of the day for walk-in crisis students due to overwhelming demand. Added evening online Mental Health Counseling hours two evenings per week from 5-9pm. Added a Racial Trauma Mental Health counselor and two Spanish speaking Mental Health Counselors to see students. This has increased the number of appointments available to students and increased outreach at events/classroom presentations. The MH visits in 20-21 were #190 and went to #485 in 22-23. The introduction of a new resource for mental health support called Radical Care. Rad Care connects students immediately to on campus and community mental health resources and hotlines. The addition of ProtoCall, an after-hours call center for mental health related emergencies and crisis.

B. Document program challenges and/or obstacles since your last program review.

Ongoing largest obstacle remains the lack of a Full Time Mental Health Manager position. This was the first goal in our last program review. This was filled with a Temporary Project Director position, to obtain 12 month coverage, which operates on a year to year contract ending 6/30/2023. This has been addressed by the Planning and Budget committee and was prioritized since the last program review- HR was not able to reconcile this as a non-instructional faculty position, which has now changed to a management designation. The salary range of this position ranges from \$158,345-\$199,729/year with benefits projected at 30% (Range 20).

The oversight of mental health services, ability to provide hands on Mental Health Counseling to students, crisis intervention, oversee mental health outreach and activities, Active Minds Chapter Advisor, and the ability to provide oversight to Mental Health interns is an absolute necessity to move forward with mental health support for Cypress College.

The lack of a Full Time Health Educator is a challenge/obstacle since the second goal of the last program review was Health & Wellness Promotion, Education and Services. We currently have a TEA filling the Health Educator position, which requires 26 hours per week and 9 weeks off per year. The increased mental health outreach and activities in addition to the ongoing SHS regular events, activities and outreach is a priority and requires a full time 12-month position. The constant turnover of students requires an active outreach and networking to educate students and staff about Health Center services. If this position were full time it would also offer the ability to use Health Educator interns to assist in SHS events and activities. The salary range for this position is \$95,909-\$115,783 with an estimated 30% benefits added (step 45).

The location and size of the current Health Center remains a limitation in the ability to provide and/or expand services. This has been addressed and a remodel is planned with completion slated for 2025. This means that the Health Center is currently on two levels, mental health services being offered on the second floor (next to the Covid Testing area) and medical services on the first floor. The location remains at the edge of campus, removed from the center of student flow and near other student services which is not user friendly. Students and staff still struggle to find the Health Center.

Finally, a persistent challenge is educating students and Cypress College staff of the Student Health Center services to increase utilization- an ongoing goal and objective.

Additionally challenging is an everpresent need to update and adapt to medical and mental health best practices, guidelines and procedures. This requires ongoing training, attending workshops and conferences for medical, college health, reproductive care, mental health and public health issues.

Part 6. Ensuring Equity in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

SHS attempts to increase access of services to all students through education, outreach, events, classroom/group/club presentations, in person and virtual trainings and workshops open to the entire campus. The use of online tools, such as: Health Center website, Canvas shell for the Health Center, Social Media accounts for the Health Center, YouTube channel for the Health Center, Health Center Portal on the website for students to directly reach the Health Center.

Initiation of Radical Care to support Mental Health (MH) services and community resources for mental health. Promoting this with education during FLEX days and orientations, providing Rad Care cards to all campus departments, putting Rad Care stickers in all bathrooms with QR codes that directly provide numbers to on campus or community resources. Starting an after hours/weekends/vacation crisis call center using ProtoCall, accessed by calling the Health Center phone number.

SHS uses specific intention to work with high-risk groups on events, such as: Walk of Hope with Veterans and Active Minds, embedding our Racial Trauma MH Counselor with the Legacy Program and in the Puente meeting area. Work with EOPS, LGBTQ+ students on activities and events. Provides classes on MH topics such as stress relief for STEM. Collaborates with the ARISE Lab to bring stress relief activities and other resources to neurodivergent students on campus.

The addition of extra MH Counselors: one who has a Racial Trauma focus and works with Legacy students, and two other counselors who are Hispanic and Spanish speaking. The student directs who they feel most comfortable with as their counselor, and referrals to community agencies to assist in finding or connecting students to a specific gender, language, race, or nationality is done as needed. All MH Counselors at Cypress College have experience with trauma and high-risk population groups.

Two main referrals for students are: OCAPICA (Orange County Asian Pacific Islander Community Alliance) is used for students seeking a specific language MH provider and LGBTQ Center OC for medical and MH referrals.

B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)

SHS provides in person and online services. Students choose their preferred care delivery method.

Hours were expanded to include evening hours on M & T from 5-9pm for MH Counseling.

The Health Center website provides information and resources, started a new Health Center Web Portal for students/staff to access forms, test results, and specific records.

Started Radical Care for in person or online access to on campus, remote and community mental health resources.

Started ProtoCall to provide afterhours/weekends/vacation crisis call coverage. They relay student information as needed for SHS to follow up with students and make sure they are linked to services.

Created a Youtube Channel to increase access to information and education regarding access to SHS, education on MH, reproductive health, disease prevention and stress management. All content was written and performed SHS staff.

C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program. (SEA funding allocation should also be included in Part 2.C.)

NO, yet a multitude of surveys have shown a major reason students dropout of college is related to physical or mental health. It seems a distinct oversight not to use these funds to support SHS.

Part 7. Student Services Student Learning Outcomes (SSSLOs) and Assessment

A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	Students will be aware and increase access of mental health services available to them on campus, online and in the community.	Number of appointments and participation of students at SHS events, trainings, class presentations, and workshops.	There were #270 MH Counseling visits in 2021-2022, compared to #485 in 2022-2023 (which is still ongoing). #456 students participated in twenty-three SHS events in 2021-2022	The pandemic drastically effected numbers seen in the Health Center (HC). Numbers have been rising since in-person classes have restarted. The HMS found that 60% of students needing MH Counseling visits preferred in-person service and 20% preferred online services. We will continue to monitor.
2	Students will increase awareness of Health Center resources by: participating in health related events, activities and presentations; utilizing services in the Health Center; or completing online trainings or screenings	Enumeration of Health Center visits, participations in events, activities and presentations	In 2021-2022 there were: # 639 HC visits #23 HC events, activities and presentations with #456 participants. Compared to 2022-2023: # 1007 HC visits # 54 HC events, activities and presentations with #2,009 participants	Again, the Covid pandemic drastically effected numbers seen in the HC. Numbers have been rising since Fall 2022 with the major shift to in person classes and increased outreach to in-person and online students. We will continue to monitor.
3	Students accessing Health Center services will score a minimum of 70% in course success rates.	The Health Center Electronic Medical Record (EMR) processed an audit of all student Banner ID numbers seen from 7/1/22- 6/30/23 and provided this to Institutional Research and Planning to audit the course success rates of Cypress College students.	The course success rates for students who received services from the HC was 78%.	This is the first year of this analysis and the SLO was met by being > 70% rate. The course success rate for the college average was 69%. Comparatively the rate was higher for students using HC services by approximately 8%.
4	Students accessing Health Center services will score a minimum of 80% in course retention rates.	The Health Center EMR processed an audit of all student Banner ID numbers seen from 7/1/22- 6/30/23 and provided this to Institutional Research and Planning to audit the course retention rates of Cypress College students.	The course retention rates for students who received services from the HC was 90%.	Again, this is the first year of this analysis and the SLO was met by being >80%. The course retention rate for the college was 85%. Comparatively the rate was higher for students using HC services by 5%.

Part 8. Evaluation of Previous Goals

A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

Goals	Objectives	Accomplish Goals?	Explanation (If goal was not met, please explain.)
Mental Health (MH) Counseling Program to promote mental health and wellness, suicide prevention, and address stigma.	<p>1- Establish a full time Mental Health position with ability to provide oversight of mental health graduate interns and act as campus resource for mental health issues. FT position will require funding of \$100-125,000 plus benefits.</p> <p>2- Implement a student engagement program to support mental health, suicide prevention, and mental health trainings for students and staff.</p> <p>3- Collaborate with community mental health services to provide a referral system for students in crisis to be assessed and safely cared for.</p> <p>4- Initiate a program for Mental Health Counseling Interns which requires oversight by a licensed MH Counseling Manager. This would increase the number of MH staff to see students and support MH events, trainings, and presentations.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>	<p>1- A FT Mental Health Counseling position was prioritized by PAC but the HR Dept. did not approve a non-instructional faculty position. Today there is no FT MH Counseling position at the college. This goal was not met.</p> <p>This makes the ongoing mental health support for the campus tenuous, placing the campus at risk and deprives students of services.</p> <p>2- An Active Minds Chapter was not started at the campus until 2021-2022 due to lack of staffing and time. Worked with individual campus groups for stress reduction and suicide prevention.</p> <p>3- SHS did work with Didi Hirsch/OCBHS to provide suicide and Mental Health First Aid trainings to campus.</p> <p>This goal is ongoing to provide community resources for students with ongoing needs beyond the scope of the Health Center, especially crisis stabilization and placement if needed.</p> <p>4. This objective was not met due to lack of space to provide clinical oversight. There is one room for MH Counseling.</p>
Health and Wellness Promotion, Education and Services- promote SHS to increase access and utilization of services by students in need. Focus on health issues that cause students to alter their academic paths per the Health Association Services of California Community Colleges (HSACCC), American College Health Association, and Orange County Health Care Agency (OCHCA): Sexually transmitted infections (STIs), birth control, wellness screenings, and tobacco cessation.	<p>1- Promote personal health awareness by a focused campaign directed at the primary health concerns of STIs, birth control, wellness screenings and tobacco cessation. Apply for Family Pact to support students' reproductive health.</p> <p>2- Promote tobacco cessation and prevention at Cypress College in collaboration with OCHCA and non-profit Waymakers Tobacco Prevention Grant. A district Tobacco Survey was implemented prior to this grant starting. The Cypress College results from #998 Cypress respondents showed that 63% of students support the college and district becoming smoke and tobacco free; 71% of students did not like smoke/vape; 54% of respondents vape on campus. The grant employed a health educator to work with students to form a student group to create a tobacco free campus initiative and participate in activities to promote a college and district tobacco free policy.'</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Main health promotion goals and student engagement were met.</p> <p>1- In 2018-2019 : students participated in SHS events, trainings, workshops and activities- over 20 events yet numbers were not recorded for these events. A Family Pact application was in process when the pandemic occurred and timed out before finalized. The Health Center will move forward with this in the coming years.</p> <p>2- The Tobacco Grant engaged students to support a 100% tobacco free campus and was successful. A student group called, Free our Lungs, was formed and promoted a tobacco free campus. Cypress ASG supported the 100% Smoke and Tobacco-free Policy in April 2020 & 2021; Cypress Clubs, President Schilling, Academic Senate and Health Center supported in 2021. The ultimate goal was to present to the Smoke & Tobacco Free Policy to the District Board of Trustees in spring 2021. This did not take place, due primarily to the Covid pandemic and the majority of students graduated.</p>

		Yes <input type="checkbox"/>	
		No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	
		No <input type="checkbox"/>	

<p>**NEW GOAL:</p> <p>5/ Increase access to health and wellness products by participating in the Wellness Vending Machine (WVM) Pilot with the California Community College Chancellors Office (CCCCO)- starts 7/1/24.</p>	<p>1/ Establish a student focus group, and/or survey, to elicit feedback from students on the Wellness Vending Machine. Tasks such as content, location, marketing theme, etc. would be included in the objective for this group. TIMELINE- Spring-Fall 2023</p> <p>2/ Establish community partners to help with educational tabling events and to supply products for this machine. TIMELINE- Spring-Fall 2023</p> <p>3/Public relations and communications to inform the student body of this resource with a marketing campaign. TIMELINE- Summer and Fall 2023; Spring 2024</p> <p>4/Evaluate by use of product (enumeration), and use of QR code on a product to elicit responses from users regarding the Wellness Vending Machine convenience, location and supplies. TIMELINE- after start date 7/1/2024.</p>	<p>Yes</p> <p><input type="checkbox"/></p> <p>No</p> <p><input type="checkbox"/></p>	<p>SEA Strategic Plan Guided Pathways Promise NOCCCD Pledge</p>
		<p>Yes</p> <p><input type="checkbox"/></p> <p>No</p> <p><input type="checkbox"/></p>	

Part 9. New Program Goals

A. List 2-4 program goals you want to accomplish during the next four years. Please connect each goal to at least one major campus initiative/plan.

	Goals	Objectives	Timeline Anticipated completion date	Campus Plans and Initiatives Checkmark plan/initiative to which your goal relates.
1	Support and expand the Mental Health (MH) Program at Cypress College with a FT Mental Health Counselor Manager/Coordinator to address the mental health of students; provide oversight of peer-to-peer student Active Mind members; initiate and provide oversight of graduate Mental Health Interns for the HC. * Salary range \$158,345-\$199,729/ year with benefits projected at 30%	1-FT MH Counseling Manager* 2- MH peer-to-peer student support through ongoing Active Minds trainings and MH supervision. 3- Collaborate with community resources to provide referral for students in crisis and whose needs are beyond the scope of practice of the Health Center. 4- MH intern program* with oversight provided by a FT MH Counseling Manager. This involves recruitment of local candidates, training and oversight.	1-ASAP 2- 2025 initiate peer to peer program 3- ongoing and evaluate annually 4- *based on availability of space, after Fall 2025	<input type="checkbox"/> Educational Master Plan <input checked="" type="checkbox"/> SEA Plan <input checked="" type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan Guided <input type="checkbox"/> Pathways Promise/ <input type="checkbox"/> NOCCCD Pledge Strong <input type="checkbox"/> Workforce/Perkins <input type="checkbox"/> Other:
2	Ongoing promotion of the Health Center to increase awareness, access and utilization of medical and mental health services. *The salary range for this position is \$95,909-\$115,783 with an estimated 30% benefits added (step 45).	1- FT Health Educator Coordinator* to provide and have oversight of all HC promotional activities. 2-Collaborate with community agencies to assist educational campus activities to support the health and wellness of students. 3- Increase use of the website, social media, Canvas and online tools to promote the SHS events, trainings anworkshops.	1-ASAP 2-ongoing and evaluate annually 3- Ongoing for all staff to keep the HC website current and accurate.	<input type="checkbox"/> Educational Master Plan <input checked="" type="checkbox"/> SEA Plan <input checked="" type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other:
3	Promote educational campaigns to address public health issues affecting college age students- STIs, Naloxone Training, Vaccine screening and updating. The Health Educator is essential for this ongoing goal of the HC.	1- STI education at events, at all HC visits and screenings for all students, treatment and referral as needed. 2- Naloxone education and training per in person trainings, online trainings, and campus distribution per the CDPH Naloxone Distribution Grant and Wellness Vending Machine (WVM). 3- Vaccine education at events and every Health Center intake screening, educational materials available at vaccine clinics with the OCHCA and local sites.	1- Ongoing and evaluate annually 2- Ongoing and evaluate annually 3- Ongoing and evaluate annually	<input type="checkbox"/> Educational Master Plan <input checked="" type="checkbox"/> SEA Plan <input checked="" type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other:
4	Update Health Center best practice guidelines, protocols and policies. ****5. Goal in section above:	1-Update all medical guidelines with national government agencies-CDC, CDPH and OCHCA. 2- Update all Health Center protocols, policies and resources. 3- Adverse Childhood Experiences (ACEs) training and education of all Health Center Staff, start to implement the Health Center intake screening with ACEs for all students.	1- 2025 2- 2025 3- 2026	<input checked="" type="checkbox"/> Educational Master Plan <input checked="" type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other:

Part 10. Resources/Needs Assessment

A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources. (Example: If you have three resources listed, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
FT Mental Health Counseling Manager	To provide oversight and run the Mental Health Services Program at the college. This is an important and ever increasing area of student need that remains unfunded but relied upon by the college.	\$153,345-\$199,729/yr	#1
FT Health Education Coordinator	To improve student access to HC services this is a vital position, which informs students and staff of HC events, trainings and services.	\$95,909-115,783/yr.	#2
Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Education and training	Medical practice is constantly being updated with new research, best practices and updated care guidelines, including ACE’s training	\$5,000	#4
Facilities			
Repair or Modification	Justification and Impact on goals	Cost	Priority #
Remodeling Plan Underway	Space available to provide services is being expanded, need for space to provide oversight of MH interns		
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #
Medical equipment	Microscope and lab processing materials to provide student testing and screening with medical visits	\$5000-10,000	#3
OTC, reproductive and feminine supplies	Cypress was chosen to participate in the Wellness Vending Machine Pilot. Supplies will be needed ongoing to support this.	\$2500	#5

Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the review process.

The Health Center Director takes responsibility for the Program Review with input from the Mental Health Project Director and all Health Center staff. Input from all staff is reviewed and input is supported and included in the final Program Review. Health Center FT staff include:

Dr Ali, Medical Director, Alisha Watts, health services assistant, Julie Vorathavorn health services specialist (RN), Yvonne Olive Nurse Practitioner.

Special Project Director for Mental Health Counseling- Anna Spencer-Lonetti

Hourly Health Center employees: Christopher Brown, Catherine Obrien, Flory Alvarado, Natalia Duarte, Nancy Pinedjian, Krista Chavez-Camacho

Dean Colin Preston

Retired Health Center Directors from HSACCC: Beth Hoffman, retired Health and Wellness Center Director, Santiago Canyon College, for 23 years.

B. Describe the involvement of faculty and staff in the program review process.

The staff are part of reviewing, revising or adding narrative to complete the program review. This is an interactive process that has multiple ongoing goals and objectives.

Part 12. Publication Review- The HC Staff did undertake updates and new information on the HC website during the pandemic years of 2020-2021. The new HC Portal information and hotline information was all updated.

The website is an important tool to provide information for the general population and student body. Information and resources constantly need to be updated. This is a specific task that the entire Health Center staff must work towards taking responsibility for. The attempt to make this an ongoing process during down times in the Health Center is ongoing.

Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies you identified as a result of this review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at cjorgensen@cypresscollege.edu.

Part 13. Evaluation and Approval from Division Dean

Comments

Dean/Manager Signature: Colin Preston

Date Approved: 5/15/23