Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Student Health Center Review
  3. Review Type: Student Services Program Review
  4. Program/Departments: Student Health Center (64400)
  5. Authority Code: 57-Director, Student Health Center
  6. External Regulations: Yes X No

Describe:
  Collaboration with Washington Hospital Healthcare District

7. Provide a brief narrative that describes the services provided.

The Ohlone Student Health Center opened 1/17/96 as a collaborative program with Fremont’s Washington Hospital Healthcare District to provide primary care, first aid, and health education to the general student population. Throughout the ensuing years services have been added as budget, need and time permitted. The health center is totally dependent on student health fees to operate but does receive small stipends from ASOC for special health education programs. Because of budget cuts and the loss of enrollment the health center has had to adjust accordingly which has resulted in reduction of staff.

Current services are provided by one full time Nurse Practitioner/Director, one full time administrative assistant, one full time medical assistant, one full time MFT/personal counselor/life coach, who is paid for out of the academic counseling budget, and one 0.2 FTE health educator.

However, in 9/12 the health center was awarded a $332,000 grant from Alameda County Behavioral Health Department for mental health education which has allowed us to increase the health educator’s time to 0.7 FTE. This grant will be addressed later in the review. Campus-wide health education programs are held throughout the year and include depression screening day, sexual responsibility week, Out of the Darkness
Walk for suicide prevention and an annual health fair. The mission of the Student Health Center is “To support the college academic program by providing health services to the students to keep them in optimal physical and mental health, which statistically increases retention and student success”. This supports the Ohlone College goal number five which is to promote the health, environmental, cultural, and economic vitality of the communities served by the district through programs of outreach, community service and partnership ventures.

8. Describe how the program specifically serves students, faculty and staff.

The Ohlone Student Health Center is designed to serve only the student population. The exception to this is:

- New hire faculty and staff TB testing,
- Annual review of symptoms for faculty and staff who have had positive TB tests
- Referral for Chest X-Rays if TB (PPD) test is positive to rule out active tuberculosis
- Referral of faculty and staff to their primary care provider for treatment of positive PPD results
- Routine TB testing for current faculty and staff
- Flu vaccines for faculty and staff
- Emergency response to the entire campus.

Human Resources reimburses the health center for TB testing for faculty and staff and beginning fall 2011 has reimbursed the
health center for a set number of influenza vaccines to incentivize faculty and staff to get their flu vaccine.

The Chancellor's office approved a $1 increase to the student health fee which was approved by ASOC and the Board of Trustees in spring 2012. This brought the health fee up to $19 for spring and fall and $16 for summer. The original health fee in 1996 was $11 for spring and fall and $8 for summer. The fee is assessed at the beginning of each semester. Every student is required to pay the health fee except those who use faith for healing or take off site or Sunday only classes. Previous to 2005 and AB982 students who qualified for Board of Governor fee waivers were exempt from the Student Health Fee but could utilize the services. After the passage of AB982 Ohlone implemented charging those students the health fee.

In 2009 the health center was approved by the State of California to provide Family PACT, family planning services, which include birth control, STD testing, pregnancy testing, HIV testing and routine gynecological exams for those students who qualify at no charge. The student health center is reimbursed from the state for these services. This has provided extra income for the health center. From July 2011 to June 2012 we were reimbursed $22,684 for these services. However, because of lack of professional staff the health center has had to cut back on the number of Family PACT visits due to the time consuming nature of the visits. With only one provider it is important that the general student population has timely access to health care.

We provide the other following services:

- Nurse Practitioner Assessment – evaluation, diagnosis and treatment
- Prescriptions for minor illnesses and minor injuries
- Physicals, transfer physicals, DMV physicals
- Women’s health exams, birth control, emergency contraception,
- Management of mild chronic illnesses such as hypertension, elevated cholesterol
  - Physician care by referral
  - Emergency response on campus
  - Over the counter medications and condoms
  - Maintenance of all first aid kits on campus
  - Mental health crisis response
  - Smoking cessation
  - HIV testing
  - EKGs
  - Body Fat analysis
  - Breast Exams
  - Personal counseling and life coaching
  - Consultation to health science students to ascertain they are in compliance with all their clinical site requirements for immunizations, TB testing and physical exams and immune to any vaccine preventable communicable diseases.

- Email alerts about community health issues

**Information about**

- Alcohol and substance abuse
- CPR, first aid, and disaster preparedness
- Tuberculosis
- AIDS, HIV, and STD’s
- Family Planning
- Nutrition
- Mammography
- Student Health Insurance
- Communicable diseases
- Suicide Prevention

**Health Education Programs**

- Tobacco use/ smoking cessation
- Health promotion and wellness
- Depression Screening
- Nutrition
• Exercise
• HIV/AIDS
• STDs/Safe sex
• Alcohol/drinking and driving programs
• Substance abuse

Low Cost Services in the health center

• Immunizations
• Flu vaccine
• TB tests
• Laboratory tests such as cholesterol, thyroid testing, diabetes testing

No Cost Services

• Urinalysis
• Strep throat testing
• Vision
• Hearing
• Pregnancy testing
• Wart, mole, skin tag removal
• Minor laceration repair
• Splints
• Wound care
• HIV testing
• STI testing
• Pap smears

Referrals to

• Washington Hospital Health Care District
• Optometrists
• Health care specialists
• Dentists
• Planned Parenthood
• Tri-City Health Services
• 12 Step Programs
• Mental Health Providers
• Dermatologists
• Orthopedics
• Cardiologists
• Endocrinologists
• Highland Hospital
9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

We had the pleasure of moving into a new facility in the new Student Service Building in July 2009. With this we expanded from a 2 exam room modular to a 6 exam room full service clinic space. This allows us to see more students for primary care, urgent care, preventative care and family planning. We have one room designated for minor surgeries, critical care and injuries. This room is equipped with an ADA handicap table and minor surgery light. We also have one room designated for HIV counseling and testing.

The Student Health Center annually purchases a subscription to an e-magazine Student Health 101 in an endeavor to reach a broader range of students. The magazine is sent via email to all registered students.

Reception has been very excellent as you will see in the patient satisfaction survey results below. With student's being so savvy with technology this is a great solution for previous years goals of doing more outreach to make the health center more visible. The magazine allows for 6 custom pages each month in which we can advertise upcoming health events, profile services, address specific health issues and provide links that are student appropriate for health support.
In 2011 we installed a flat screen monitor in our conference room where we can do staff professional development webinars and committee program planning.

In 2009 the health center purchased an inexpensive Electronic Medical Record (EMR) program to meet national requirements that all medical offices need to have implemented EMR programs by 2013. We utilize the practice management portion for collecting contact information, ethnicity, age, etc. and scheduling appointments. The medical record portion is used for collecting past medical history and ongoing encounters for office visits. In September 2012 the company developed a “cloud” version which eliminated the need for having a secure server located in the health center. This provides much more security of health information and eliminates the risk of hacking.

In October of 2012 the staff began training for a new EMR program (EPIC We Care) through Washington Hospital which will provide continuity of students medical records throughout the community. The cost of this is being absorbed by the hospital with the long term goal of having services provided through the health center available to other providers throughout the Washington Health Care system. It is also a system that is being utilized by Kaiser, Palo Alto Medical Foundation, and John Muir Health Centers. This means that a student can go to a provider at any of these institutions and their student health records will be available. The value in this is that if a student is treated at the Student Health Center and needs a referral, the provider who the student is referred to will be able to see what treatment has been provided. This is especially valuable during semester breaks when the student health center is not open to see students.

The practice management portion of this EMR went “live” November 1 so students are already registered and can be downloaded and viewed by other community providers in the system. The medical record portion will “go live” in April 2013 so their actual medical records will be able to be viewed at that time. Each staff member will have received over 60 hours of training previous to “going live” and will have had to pass a test of competency before being able to use the program.
After the initial “Out of the Darkness Walk for Suicide Prevention” in April 2010 the American Foundation for Suicide Prevention awarded Ohlone a scholarship toward administrating their Interactive Screening Program. This screening program is an online invitation to random students to assess their risk of suicide. The questionnaire is evaluated by the national office of AFSP and their routed to our personal counselor and health center director for follow up. It is all done anonymously but with the hope that those students at risk will be coerced into seeking help at the health center or with their primary care provider. Due to low staffing we choose to send it out to 50 random students in the middle of each semester.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

By having on site health care for the students they are much more likely to seek medical care and maintain their health. Statistically students who are healthy are more likely to have a better academic outcome, remain in school and follow through with their education. It also aids student to become responsible for their own health care after having had parents or guardians take care of this previously.

“Multiple variants influence college students’ academic achievement. One variable that affects all students is health. Students regularly report health factors as high on the list of issues affecting their academic performance. It is common knowledge among student affairs and health professionals that there is a correlation between students’ health, academic achievement, and completion of a degree. Given these facts, institutional efforts to ensure a healthy campus environment can have an impact on student success and potentially affect retention”. (NASPA report)
In Spring 2012 the Board of Trustees requested that all policies and procedures be reviewed and updated. The health center was instrumental in updating the procedure for addressing communicable diseases on campus.

Providing TB testing for staff and faculty supports federal compliance mandates for the College.

The EMR implementation meets federal guidelines mandating that all health centers utilize EMRs by January of 2013.

11. Discuss the impact of the program on the community and the impact of the community on the program.

By making primary care, family planning services and mental health services available to our students it reduces the impact on the community by providing services for those students who do not have insurance. We are a partnership with the local Washington Hospital Healthcare District and the newly formed Washington Township Medical Foundation. This allows us to seek low cost specialty services for students that we cannot provide in the student health center.
We also partner with TriCity Health Center and Highland Hospital for those students without insurance that need specialty care beyond the scope of practice of the student health center such as diabetic care, chronic long term medical problems, life threatening illnesses, surgical care and endocrine disorders. With these collaborations the students are able to get fairly seamless medical care.

Referrals are also made to Rotacare Bay Area, Inc which is a clinic in San Leandro staffed by a part-time intake coordinator and operated entirely by volunteers. The mission is to provide free health care for the neediest with the least access to care.

They provide:

- Pre-school exams and immunizations (helpful for students who have children
- Free prescriptions when available
- Free acute dental needs for adults
- Physical therapy
- Social work
- Acute medical care

Operation Access is another program compiled of bay area surgeons who donate their time and provides free surgical care to uninsured or underinsured. They provide a multitude of surgeries including hernia repair, mastectomies, thyroid surgery, arthroscopy, rotator cuff repair etc. The only qualification is referral from an MD or community clinic. Over the years we have made about 10 referrals to this service with excellent outcomes. Without this program those students would have not been able to afford their surgeries.

With the passage of the Affordable Health Care Act, as of January 2011, students who previously were not able to be covered by their parents insurance are allowed to be covered until age 26. This has resulted in over 80% of Ohlone students having health care coverage in contrast to the 60% when the health center first opened in 1996. This does not, however, mean that the health care is affordable. This also has not created a decline in demand for services. Students who have insurance often cannot afford the high co-payments and deductibles for their plans, cannot be seen in a timely manner with their primary care providers due to class schedules, and often want their health care confidential from their parents so they utilize the student health center.
As the International Student Program, English Learning Institute, and foreign student population grows so does the demand for health care services. None of the students come to Ohlone with designated local health care providers. Very few, if any, have information about their past medical histories or immunization records. And, if they do it is often in their first language which provides a barrier to their care. The health center is their first point of contact to initiate care. The international students and ELI students are required to have health insurance but for many of them they have never used health insurance and have no skills in how to use it. The Ohlone Health Center then assumes responsibility for their care or assists them in accessing specialized outside community care. Many providers are not part of their health care plan so it is a challenge to find a provider who will take their insurance or at least provide low cost care. Transitioning from their home country to the USA is always a stressful event and these students often times are afflicted with physical and emotional issues secondary to stress which lead them to seek health care at the health center, many on recommendation of faculty and staff. The language barrier impedes providing the best care as interpretation of medical terms and treatment often do not translate well. This leads to those students needing much more time and more frequent visits to follow their care. It does alleviate the medical community such as urgent care clinics or emergency rooms from having to assume this role and prevents students from creating a financial hardship with high cost medical bills. A case in point is a foreign student who was seen in the health center in summer 2011 and was diagnosed with Hodgkin’s lymphoma. Due to the seriousness of the situation the students had to be seen by the health center supervising physician, an oncologist and had to have extensive testing. The student chose to return to the country of origin for treatment but has returned to Ohlone to complete his education. However, the student will still need ongoing follow up care, CT scans, PT scans etc. This is an out of pocket expense but some of it can be reduced by having the health center supervising physician supervise this treatment rather than using a community oncologist.
• **College Mission**

  1. **Mission Statement**

     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. **Vision Statement**

     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. **Core Values, Goals & Objectives:**

     **College Core Values**

     • We demonstrate stewardship for our human, financial, physical and environmental resources.

     **College Goals/Objectives**

     1. Through innovative programs and services, improve student learning and achievement.

        10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

     4. Briefly describe how the program supports the college mission, vision selected college values.

     Ohlone College offers instruction in an environment where student learning success is highly valued, supported and continually assessed. "Without health, there can be no learning". The Student Health Center not only tries to maintain the health of the students but the campus community by being involved in health education programs that address current and or urgent public health situations.

     5. Briefly describe how the program supports selected college goals.

     The Student Health Center provides primary care services to our students including wellness and prevention. Students may get treatment for illness, family planning services, STIs, minor chronic health issues, personal counseling etc. all of which help to maintain physical and mental health and stability which lead to academic success and retention. The Health Center also provides TB testing for the entire campus as well as annual flu
vaccines.

6. Briefly describe how the program supports selected college objectives.

Keeping students mentally and physically healthy leads to better academic outcomes, learning, and achievement. Unfortunately with the budget cuts and staffing cuts the health center had to discontinue services at the Newark Center fall 2012.

By 2015 we will expand service to more primary care, family planning, STI testing, and HIV testing. Services will include 4 hours a week with the mid-level practitioner.

The health center will be open for over the counter medications, questions, making appointments and immunizations 2 days a week days.

• Program SLOs & Assessment
  1. Student Services SLO -

Students will identify the Student Health Center as a place for family planning services, STI prevention and treatment.
Students will identify the Student Health Center as a place to receive personal counseling and life coaching.
Students will recognize the correlation between their health and their academic and career success.
Students will learn how to make their own choices about their health care, not relying on parents or guardians to do this.
Students will demonstrate knowledge of the types of services available at the Student Health Center.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.
   SD_ASSESSMENT#
d. Future Action
2. Student Services SLO - Test
   b. Indicate your planned method of assessment.
   c. Enter assessment results and analyze student success in achieving this SLO.
      SD_ASSESSMENT#
   d. Future Action
      Current level of focus maintained.

   • Student/Program Achievement
     1. List area-specific outcomes.

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In May of 2009 we started providing Family PACT services which were previously provided on site by Tri City Health Center. These
services provide family planning, STI testing, condoms, and routine gynecological exams to most students free of charge.

Unintended pregnancies are highest among 18-24 year olds and have a direct affect on academic success. We hired a second NP for two days a week to provide these services and projected and income of $48,000 for the year.

Identify internal and/or external benchmarks and regulations.

The Student Health Center administered the American College Health Association’s National College Health Assessment (ACHA-NCHA), the largest and most comprehensive survey used to track student health outcomes, protective behaviors, risk behaviors, and perceived norms on a national level in March of 2010 and March 2007. This survey had never been administered at Ohlone previously so there was no data in which to use for program planning and implementation. That data continues to be used to guide evidence-based health promotion programs, social marketing campaigns and grant proposals.
The **ACHA-National College Health Assessment Survey (NCHA)** is a nationally recognized research survey that can assist in collecting precise data about students’ health habits, behaviors, and perceptions. The survey asks questions about:

- Alcohol, tobacco, and other drug use
- Sexual health
- Weight, nutrition, and exercise
- Mental health
- Personal safety and violence

Ohlone participated with 13 other California Community Colleges in 2010 so were able to compare data with other colleges.

Data was used to:

- Identify the most common health and behavior risks affecting students' academic performance
- Design evidence-based health promotion programs with targeted educational and environmental initiatives.
- Create social norms marketing campaigns by comparing
allocate monetary and staffing resources based upon defined needs.

- Provide needs assessment data for campus and community task forces on sexual assault, alcohol use, eating disorders, etc.

- Have readily available graphs and data for policy discussions and presentations with faculty, staff, administration, and board members.

- Impact the campus culture by opening a dialogue about health with students and staff.

- Develop proposals to secure grant funding to expand or develop programs.
- Evaluate programming efforts by conducting repeat administrations of the survey.

It was quite helpful to compare the 2007 data with the 2010 data to see trends. The most notable of which were mental health issues which increased in 2010. This data was quite valuable in reinforcing the need for personal counseling.

Sally Bratton, Director/Nurse Practitioner and Sang Leng Trieu, MPH, DrPH, CHESS were asked to present the consortium data to the American College Health Association Conference, Health Service Association of California Community Colleges, and Pacific Coast College Health Association Conference. Both in 2007 and 2010 it was the largest consortium of community colleges in the
nation to participate in the survey.

2. Identify internal and/or external benchmarks and regulations.

The Student Health Center administered the American College Health Association’s National College Health Assessment (ACHA-NCHA), the largest and most comprehensive survey used to track student health outcomes, protective behaviors, risk behaviors, and perceived norms on a national level in March of 2010. Ohlone participated in the ACHA-NCHA for the first time in 2007. Data has been used to guide evidence-based health promotion programs, social marketing campaigns and grant proposals. The ACHA-National College Health Assessment (NCHA) is a nationally recognized research survey that can assist you in collecting precise data about your students’ health habits, behaviors, and perceptions.

The survey asks question about:

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- Sexual health
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We participated with 13 other California Community Colleges so we were able to compare data.

We were able to use the data to:
• Identify the most common health and behavior risks affecting students' academic performance

• Design evidence-based health promotion programs with targeted educational and environmental initiatives.

• Create social norms marketing campaigns by comparing students' actual behaviors to their perceptions about peer behavior.

• Allocate monetary and staffing resources based upon defined needs.

• Provide needs assessment data for campus and community task forces on sexual assault, alcohol use, eating disorders, etc.

• Have readily available graphs and data for policy discussions and presentations with faculty, staff, administration, and board members.

• Impact the campus culture by opening a dialogue about health with students and staff.

• Develop proposals to secure grant funding to expand or develop programs.

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3. Enter assessment results for area-specific outcomes and analyze trends.

See above

4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The program budget is totally dependent on the student health fee with small allocations from student government. The health center, therefore, needs to stay within that budget. The health center budget has been cut by 30% each of the past 2 years which has created a reduction in staffing and services such as Newark. With continued budget cuts to the community colleges and declining enrollment the health center will need to adjust accordingly and make every effort to obtain grants to focus on special services. Services have waxed and waned over the 17 years since the health center opened but has never cut primary, urgent care services since the mission is to keep students healthy so they can maintain academic excellence.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

- One full time director/nurse practitioner who provides direct care to students, works with campus security and safety, collaborates with other student service deans and directors, manages any public health issues that may arise on campus, and attends any professional conferences advocating for student health

- One full time administrative assistant who functions as a front office medical staff scheduling appointments and answering the phone. She also manages the billing for Family PACT, any grants, and the health center budget.
• One full time medical assistant who works the front and back office of the clinic

• One part time health educator who has been on the budget at 0.2 FTE for the past 7 years. However with the grant this year it was increased to 0.7 FTE

• One full time MFT/Life Coach who is paid out of the academic counseling budget

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action
   Current levels of achievement indicators maintained.

• Program Analysis
   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.
   1. Describe program achievements and successes.

   The Student Health Center continues to provide excellent primary care, urgent care, family planning, and mental health services to students. We have a health education calendar for special events.

   • October: National Depression Screening Day. We screened over 32 students of which 23 were either referred for personal counseling with our personal counselor or to a community provider if they had insurance.

   • November: The Great American Smoke-out. We hand out cessation information at the health center all month and
provide cessation services throughout the year.

- December: World AIDS Day
- February - Sexual Responsibility Week. In conjunction with ASOC we do Safe Sex Bingo at lunchtime on Valentine's Day

- April
  i. Out of the Darkness Suicide Prevention walk. April 2012 was the second annual walk in which we raised over $3500 for the American Foundation for Suicide Prevention. This qualified Ohlone to continue providing their Interactive Screening Program which is an online invitation to random students to assess their suicide risk. This program is now the program of choice for all the USC campuses for suicide assessing students risk of suicide..
  ii. The Annual Health Fair in which campus departments participate as well as community based organizations such as Washington Hospital, local chiropractors, SAVE, Narika, local dentist, etc.

During the health fair we hand out surveys to see how many students are aware of the health center, have they used their services, how did they hear about the health center, do they know where the health center is?

*Acc to the evidence, what are the areas needing improvement?*

Newark still seems to be problematic with trying to have NP coverage there. With the drop in enrollment and small staff it difficult to be consistent with services since most of our students during the regular semesters are on the main campus. It is still a work in progress.

6. Describe any additional notable program achievements(optional).
In fall of 2012 the Student Health Center was awarded a $332,000 grant from Alameda County Behavioral Health Department to address mental health on campus. This money was realized from California Proposition 63 in 2004 for the Mental Health Service Act (MHSA). The legislation ruled that each year every millionaire in California would be assessed 1% of their income. This money would then go into a pool and be divided among the counties. The purpose was to spend more dollars on prevention and education rather than treatment for the mentally ill. The first of the monies were released this year as it took stakeholders and the task force that long to write the Request for Proposal (RFP) language. The language then required that distribution would go to K-12, CSU’s, UC’s, and CCC’s. The CCC’s were awarded $6,000,000 which will be administered by their grant awardee Center for Applied Research Solutions (CARS). Community colleges may request services through CARS to provide speakers and activities on their campuses to address mental health. Twelve of the community colleges received smaller grants through this pot of money. However, Alameda County chose not to participate in the state wide consortium and chose to keep their allotted money and wrote their own RFP that included the state language and asked Ohlone, Chabot and Los Positas to apply for the grant money. Ohlone was the only applicant so was awarded twice the amount requested. The grant addresses peer to peer support for mental health, suicide prevention, and capacity building on campus to sustain mental health awareness activities on campus. The award is for 9 months. After receiving the award in October the health center organized an advisory board for the grant, recruited 8 peer mentors to lead the peer mentor activities, and collaborated with CARS to provide training for the faculty and staff. The kick off activity for the grant was the hosting of Kristina Wong, author and actor of and previewed her DVD “Wong Flew Over the Cuckoo’s Nest”, in the Smith Center for students. It focuses on the story of her life and depression and suicide in Asian women. After the previewing a panel including Kristina, the health center personal counselor and health center director answered student questions about depression, suicide, and other mental health issues. This program will be repeated in April 2013 and will also include an evening live performance by Kristina
for the school and the Tri City communities.

In November the peer mentors received a 2 day training on mental health awareness and suicide prevention from the Bacchus and Gamma group who specialize in national college peer mentoring activities. CARs provided a speaker for a brown bag lunch for faculty and staff on mental health awareness which was very well received. Clubs were invited to participate in an online, interactive training on mental health and suicide prevention. The first club to complete the training, including the advisor was awarded $500 and each successive club completing the training received $200. To date 6 clubs have participated in this activity. This activity, which is presented by the company Kognito has 4 training modules. One is for faculty and staff, one for students, one for veterans and the latest which actually hasn’t launched yet is for LGBT (Lesbian, gay, bi-sexual, and transgender) We will be offering all of the modules throughout spring 2013. There will be three 2 hour session on the January 2013 flex day addressing mental health issues, stress, and suicide prevention for faculty. HR is co-hosting bi-monthly brown bag session for classified staff and an all day symposium for classified on April 12, 2013.

This grant is giving the student health center a huge opportunity to address mental health issues on campus which have been sorely ignored due to funding in the past yet very pervasive and problematic over the last several years. Unfortunately the grant money cannot be utilized to provide direct mental health services to students so the college is still faces limitations on students without insurance or underinsured seeking direct care services.

The latest project for this year is a transition from Ohlone being a “Smoke Free School with smoking in designated parking lots only” to a completely “Smoke Free Campus”. The Newark center has been smoke free since opening but the main campus has had the previous policy in place since 2004. The initial campaign was spearheaded by the Student Health Center in 2000 at which time it received a grant in collaboration with Las Positas Community College and the City of Berkeley Health Department with the intention that one of the schools would be smoke free by 2004. Due to the cooperation of administration, campus security, facilities,
faculty, staff, and students Ohlone achieved this goal. Since the health center was instrumental in the first campaigns success it only made sense that they would spearhead the new campaign to assist the College Council “smoke free” task force in implementing the policy, providing education around the policy and guide the campus around enforcement. An advisory committee consisting of the director of HR, the health center staff, the director of the respiratory therapy assistant program and 2 RT students met in October to begin the process. A budget was presented to College Council and approved. If the Board of Trustees approves the plan and budget in February 2013 the campaign “30 People 30 Days” will begin. The project will enlist 30 students, staff, faculty, and administrators to help promote the campaign, monitor its success, and help with enforcement for 30 days at the beginning of each semester for the next 2 years.

2. According to the evidence, what are the areas needing improvement?

Newark still seems to be problematic with trying to have NP coverage there. With the drop in enrollment and small staff it difficult to be consistent with services since most of our students during the regular semesters are on the main campus. It is still a work in progress.

- Program Improvement Objectives:
  1. Objective:
     Provide Nurse Practitioner primary care services at the Newark Campus Health Center in response to student requests for on site service. As all a heath sciences students courses are now taking place at this new center, this shift in support services is necessary.
     - Action Plan
Year 1:
Budget 8 hours per week for an NP from the 1009-10 budget to begin fall 2009. Adjust current NP hours at the main campus to allow time at Newark. Hire part time NP as needed to cover.

Year 2:
Do needs assessment to see if 8 hours per week of NP services is adequate. Survey students who access services, survey classrooms, survey faculty

Year 3:
Evaluate services hours by surveying students, staff, faculty and adjust as needed

b. Staffing
Year 1:
Part time NP 8 hours per week beginning fall 2009. Staff only fall and spring staffing 32 weeks per year

Year 2:
Maintain staffing for 8 hr/week 32 week/year

Year 3:
Maintain staffing for 8hr/week 32 wk/year

Assessment Plan: List Assessment Strategies
Year 1:
Survey end of spring 2010 to evaluate success of services and need for more services. Survey students, faculty and staff

Year 2:
Survey spring 2011 to evaluate success of services and need for more services. Survey students, faculty, staff

Year 3:
Survey spring 2012 to evaluate success of services and need for more services. Survey students, faculty, staff

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:

2. PIO Assessment
a. Enter assessment results with analysis.
When the new Newark campus was built the health center had a three room space but was not completed to the standards of providing patient care. A remodel of the space
occurred which provided a lab, clean and dirty sinks, a refrigerator for immunizations and supply storage. This was completed in July 2009. We started providing nurse practitioner services two half days a week in September 2009. These services were highly accepted and valued by the students and staff of the Newark Campus. However due to budget and staff cut backs those services were discontinued in spring 2010. In February 2010 we provided a volunteer RN student from the Ohlone RN program to keep the health center open for scheduling appointments, asking questions and obtaining over the counter medications 16 hours per week. In April that same student was hired at her LVN status so that she could do TB testing, HIV testing, give medical advice, do immunizations, and minor procedures under process protocols and medical supervision. The student graduated and due to funding this staffing had to be eliminated. The same situation applied to the personal counseling opportunities in Newark. Due to staffing cut backs and eliminating the part time MFT position it was difficult for the solo MFT to provide services at both campuses because the volume is much greater at the main campus.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Through innovative programs and services improve student learning and achievement. By expanding services to the students at the Newark Campus even on a limited basis it allows students to get needed immunizations for the health science program, travel abroad program keeping them healthy so as to facilitate learning.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

Cost for this program was absorbed by the current student health center budget.

d. Future Action
Completed.

1. Objective:

Renew and continue our online health magazine Student Health 101 as it is sent monthly via email to every enrolled student. Please see the link below for usage report.
Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

See attached slide

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2. PIO Assessment
a. Future Action

1. Objective:
   a. Technology (Include items that fit under IT budget codes)
      Year 1:

      Obtain email list of all students each semester from Admissions and Records.

   b. Assessment Plan: List Assessment Strategies
      Year 1:

      Student Health 101 provides a usage report each month on how many students viewed the magazine, each article that was read, each unique users time spent reading the magazine and SLOs for each article.

   c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

      1. Through innovative programs and services, improve student learning and achievement.

      Rationale:

      See attached slide

2. PIO Assessment
a. Future Action

1. Objective:
   a. Action Plan
Year 1:
Pay invoice for renewal

b. Staffing
Year 1:
Director, personal counselor, and health educator to plan monthly unique Ohlone data, articles, and services.

c. Equipment (Include items that fit under department budget codes)
Year 1:
None

d. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
None

e. Other (Include other resources needed)
Year 1:
None

f. Assessment Plan: List Assessment Strategies
Year 1:
See attached slide below for usage and SLO

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:

2. PIO Assessment
a. Future Action
• **Outside Review Results** 08/16/2011
  1. List each team members name and title.
     Michael Engle - Washington Hospital Healthcare District -
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     Key feedback was mostly spelling corrections and grammar corrections.

• **Attached Files**
  1. [SH101 Usage report May 2011.doc](#)
  2. [OHLONE STUDENT HEALTH CENTER SURVEY 4_10.doc](#)
  3. [Patient satisfaction results 2012[1].pdf](#)