

# 2023-2024 Student Service Program Review - SHS Latest Version

First self-study of the updated Student Service Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

## Program Review Overview & Timeline

### Section 1: Service Area Overview

#### A. Service Area Mission and Alignment : Version by **Elquizabal, Christopher** on **01/13/2024 08:56**

**1. Please review your mission statement provided above. Does it clearly and succinctly describe your service area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.**

Our mission is to empower students through accessible, high-quality, and affordable healthcare services, fostering optimal mind-body wellness. We are dedicated to enhancing student learning by promoting health, offering wellness education, and delivering evidence-based treatments. Our commitment extends to a diverse population, embracing a multicultural approach to ensure the well-being and success of every student on their academic journey.

**2. Briefly describe how the mission and purpose of your service area aligns with the Cerritos College mission and educational master plan.**

The mission of Student Health Services (SHS) at Cerritos College aligns seamlessly with several key goals outlined in the Cerritos College Educational Master Plan (EMP). Specifically:

**Alignment with Goal A:**

- SHS supports Goal A by contributing to the creation of clear educational pathways for all students. By providing accessible health care services, guidance, and support, SHS plays a vital role in students' overall well-being, enabling them to focus on their academic goals with a healthy mind and body.

**Alignment with Goal D:**

- SHS aligns with Goal D by actively raising awareness about the importance of health and wellness within the campus community. Through health promotion, education, and prevention, SHS contributes to creating a campus culture that values and prioritizes holistic well-being, both internally and externally.

**Alignment with Goal F:**

- SHS contributes to Goal F by enhancing organizational effectiveness through streamlined health services and support processes. By offering evidence-based treatments, SHS helps maximize opportunities and supports programs of excellence focused on student health.

In summary, the mission of Student Health Services complements the broader goals of Cerritos College by emphasizing the importance of student well-being as an integral part of the educational experience, aligning with the college's commitment to providing comprehensive support for students on their academic journeys.

#### B. Service Area Description : Version by **Elquizabal, Christopher** on **01/13/2024 08:56**

Service	Description
Subacute and acute care medical services.	Appointment and/or walk-in; telehealth appointments available
Brief Mental Health Therapy.	6 per academic year.
Mental Health Crisis Walk-In Hours.	10 sessions per week.
FPACT Program.	Free, family planning & STI services offered through CA State.
Lab Services (serum, urine, & cultures)	Contracted with Quest at a vastly discounted rate
Immunizations/TB Testing	Low cost or free immunizations
Physical Exams/Paperwork	Low cost – typically utilized by Health Occ. students for clinical clearances
Meditation	Academic Anxiety Series & Classroom presentations
Chiropractor Services	Free, Thursdays, by appointment
Nutrition/Dietician Services	Free, Tuesdays, by appointment; Individual and Group Nutrition Education / class presentations
Referral services	For chronic, or medically/psychologically intensive needs. Partnered with CBOCs.
Workshops/Recorded Webinars	Medical & Psychological
Tobacco Cessation	Counseling, resources, & medical oversight
Alcohol/Substance Abuse	Counseling & resources/presentations
Emergency Health Ins. Coverage	Illnesses/accidents occurring on campus
Grit Digital Wellbeing App/Platform	Wellbeing app/platform to support students, faculty, and staff success in higher education with tools focused on wellbeing, self-care, resilience, & connection
Tech Free Meditation / Relaxation Space	Free, walk-in. Monday – Thursday.
CAIR Support/Partnership	Coordinated action/intervention plans for health & wellness
SAS Verification of Disability	Direct assessment, verification, & referral to SAS to improve timely access
Embedded Wellness	Partnership with Faculty developing a seminar-style Freshman Composition class to support major-relevant curriculum & embedding SHS wellness support
Support Services & Partnerships	Art Therapy, Pet Therapy, HIV Testing & Counseling, Meditation, Yoga, MFT Interns, Equity Center MH services

## B. Service Area Description Continued : Version by Elquizabal, Christopher on 01/13/2024 08:56

### 2. Describe efforts to promote the availability of your services to current and prospective users.

#### a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

Efforts to promote the availability of services to current and prospective users involve a multi-faceted approach, employing various methods to ensure broad reach and effective communication.

##### 1. Participation in Events:

1. **LCP (Learning & Career Pathways)** Involvement in LCP events provides an opportunity to engage with students and promote services.
2. **Program Orientations:** Integration into program orientations allows for direct communication with new students about available services.
3. **Welcome Day/Week:** Active participation in these events helps create awareness among new and returning students.
4. **Community Health Resource Fair:** Participation in health fairs aligns with the goal of promoting health-related services.

##### 2. Advertising Channels:

1. **Tabling:** Setting up informational tables provides a direct point of contact for students to learn about services.
2. **Social Media:** Leveraging platforms like SHS and Cerritos College social media helps reach a broader audience and engage with users online.
3. **Lobby TVs:** Utilizing digital displays in high-traffic areas on campus can effectively communicate information.

##### 3. Print and Digital Media:

1. **Advertising in Campus Connection & Daily Falcon:** Placing advertisements in campus publications ensures visibility among the student body.
2. **Distributing Advertisements:** Targeting specific campus allies and departments ensures that relevant stakeholders are informed.

##### 4. Presentations:

1. **Classroom/Team/Division Meetings:** Conducting presentations in academic settings or team meetings provides a direct way to communicate with specific groups.
2. **CTX Trainings:** Involvement in training sessions ensures that faculty and staff are informed about the available services.

##### 5. Announcements and Representation:

1. **Campus Meetings:** Making announcements in campus meetings helps disseminate information to a wider audience.
2. **ASCC Assigned Representative:** Utilizing a representative from the Associated Students of the College of College (ASCC) ensures a direct link to student government and representation in decision-making bodies.

### 3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

#### a. How and why do these services/programs duplicate one another?

#### b. How do they complement each other?

The services provided by the Student Health Services (SHS) do not duplicate or overlap with other programs or service functions within Student Services or other college units.

1. **How and why do these services/programs duplicate one another?** The services offered by SHS are unique in their focus on health and wellness for students. They are tailored to address the specific healthcare needs of the student population. Other Student Services or college units likely have different objectives and areas of expertise, ensuring that there is no redundancy or duplication of services.
2. **How do they complement each other?** SHS actively seeks to complement existing program services by integrating wellness practices into student-facing events organized by various departments. Collaboration with the Equity Center is an example of how SHS enhances its services by embedding wellness practices into events organized by other units. SHS worked in conjunction with Student Equity to provide culturally affirming mental health care at the Student Equity Center, catering specifically to the needs of LGBTQ+, Undocu, and Veteran students. This demonstrates a collaborative approach to holistic student well-being.

### 4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

#### a. Advance achievement, learning, or completion.

#### b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

#### c. Enhance the quality of services and programs provided.

#### d. Create greater operational efficiencies for the service area.

#### e. Identify how your partnerships can or have mitigated equity gaps.

##### 1. Advance achievement, learning, or completion.

- o While SHS primarily focuses on clinical perspectives, the collaboration with academic programs and student service areas contributes to student learning indirectly. By participating in activities and events organized by academic programs, SHS enhances the overall student experience, impacting achievement and completion. For example, students that presented themselves for SHS service during the 2022-2023 academic year had an overall 87% completion rate. By comparison, 81% of all students completed their courses. Additionally, students that presented themselves to SHS had a 76% course success rate with a passing grade compared to 68% of all students.

##### 2. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

- o Developing SAOs and utilizing assessment measures and satisfaction surveys help SHS evaluate the effectiveness of its activities and partnerships. These measures ensure alignment with the service area's mission and goals, providing valuable feedback on whether intended outcomes are being achieved.

##### 3. Enhance the quality of services and programs provided.

- o Ongoing review of professional development, industry standards, and healthcare trends ensures that SHS stays informed and provides culturally responsive services.
- o To meet the Chancellor's goal to enhance access to information, access, and accommodations for students with mental health disabilities we partnered with the Dean of SAWs request to streamline the process and decrease wait time for SAS approval. The referral is initiated SAS directly to SHS for VOD.
- o To meet the Chancellor's goal to enhance access and provide services for students with mental health disabilities the Dean of Student Accessibility and Wellness Services and SHS streamlined its processes to decrease wait time for Student Accessibility Services. The referral is initiated by SAS directly to SHS for a Verification of Disability which demonstrates a commitment to quality service and responsiveness to the needs of the student population, especially in addressing mental health disabilities.

##### 4. Create greater operational efficiencies for the service area.

- o Regular reviews of software utilization, patient service utilization, and workflow/triages contribute to operational efficiency. The collaboration with SAS to streamline processes for students with mental health disabilities exemplifies efforts to create more efficient and effective services.

##### 5. Identify how your partnerships can or have mitigated equity gaps.

- o SHS's collaborative goal-setting process, inclusive of all staff members, allows for a comprehensive and equitable approach to service provision. By focusing on inclusive access, advocating for health equity, and incorporating screening tools and care plans, SHS actively works to identify and address systemic health equity issues. This includes addressing basic needs insecurity, providing resources in multiple languages, and offering support for diverse populations, such as Deaf/Hard of Hearing students.

## C. Service Area Organizational Resources : Version by Elquizabal, Christopher on 01/13/2024 08:56

### 1. Please describe your service area's organizational and personnel structure. Discuss:

#### a. Reporting relationships.

#### b. Distribution of responsibilities/authority.

#### c. Use of management or work teams.

#### d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

#### Organizational and Personnel Structure

This organizational and personnel structure is designed to ensure a clear hierarchy of reporting relationships, well-defined responsibilities, and efficient lines of communication. The

combination of regular staff meetings, 1:1 check-ins, and distributed folders with role-based access contributes to effective teamwork and collaboration within the service area. The distribution of authority by role also ensures that responsibilities are appropriately delegated for streamlined operations.

Position	Reporting Relationship	Responsibilities/Authority	Management or Work Teams	Lines of Communication
Associate Dean, Student Health & Wellness	Reports to the Dean of Student Accessibility & Wellness Services (SAWS)	Oversees the entire Student Health & Wellness service area - Distributes authority by role for streamlined operations	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
LCSW Mental Health Manager	Reports to Associate Dean, Student Health & Wellness	Manages the mental health aspects of the service area - Supervises MSW Interns and Short-term LCSW	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
Classified Staff (Medical Assistants, Admin)	Reports to Associate Dean, Student Health & Wellness	Administrative Duties, Grants, & Budget oversight by the Associate Dean	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
Student Health (STH) Team	Reports to Associate Dean, Student Health & Wellness	Medical Services & Policies/Procedures oversight by NPs, MAs, & Medical Director with oversight by the Associate Dean	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
Contracted Services (Chiropractor, etc.)	Reports to Associate Dean, Student Health & Wellness	Responsibilities as specified in contracts with oversight by the Associate Dean	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
MSW Interns	Reports to LCSW Mental Health Manager	Work under the supervision of the LCSW Mental Health Manager	Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.
Short-term LCSW	Reports to LCSW Mental Health Manager		Regular staff meetings, 1:1 check-ins, and distributed folders with role-based access for effective teamwork and collaboration	Regular staff meetings and summer retreat for comprehensive updates and planning. 1:1 meeting time with specific roles for personalized communication and feedback. TEAMS folders for organized collaboration and document sharing.

**2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?**

**a. If applicable, what strategies has the area adopted to address staffing-related impediments?**

The challenges identified in the lack of full-time, classified roles for Nurse Practitioners and Mental Health (MH) Providers, as well as the therapist to student ratio exceeding industry standards, have significant implications for the service area's ability to fulfill its primary mission and functions.

**Challenge: Lack of Full-time, Classified Nurse Practitioner and MH Provider Roles:** The absence of full-time, classified roles for Nurse Practitioners and Mental Health (MH) Providers poses a significant challenge, impeding the service area's ability to provide consistent and stable healthcare.

**Impact:** This challenge results in decreased continuity of care, impacting the overall quality of healthcare services. Continuity of care is essential for effective patient outcomes, and its absence may lead to disruptions in student healthcare experiences.

**Strategies to Address:** To overcome this challenge, it is imperative to explore options for hiring full-time, classified staff in Nurse Practitioner and MH Provider roles. This proactive approach will ensure a more reliable and continuous healthcare environment for students.

**Challenge: Therapist to Student Ratio Exceeding Industry Standards:**

The therapist to student ratio exceeding industry standards (1:1000–1:500) presents another obstacle to fulfilling the service area's primary mission and functions.

- **Impact:** The increased ratio leads to longer wait times for mental health counseling services, potentially affecting the well-being of students who require timely support. Extended wait times may compromise the effectiveness of mental health interventions.
- **Strategies to Address:** Addressing this challenge involves hiring additional therapists to meet industry standards or optimizing scheduling and workload distribution among existing staff. This could significantly improve efficiency and reduce wait times for students seeking mental health counseling.

**Additional Notes:** The average wait time between a student's intake appointment scheduling and the intake occurrence has significantly improved in the last year, from **31.38 days** to **5.92 days** as of 1/4/24. However, further data on the waitlist process and its impact on student no-shows is necessary for a comprehensive understanding. The current reliance on MSW Interns and the academic calendar misalignment impacts the waitlist, with the suggestion to track this information within the PNC system. The Triage system, while effective, negatively impacts consistency, as students may be reassigned to different therapists. This situation also increases the number of appointments per student.

By addressing these staffing-related challenges, the service area can enhance its ability to fulfill its primary mission and functions. It's crucial to find a balance between hiring new staff, optimizing workloads, and aligning the staff structure with industry standards to ensure high-quality healthcare services and timely support for students' mental health needs. Regular assessments and adjustments may be necessary to adapt to changing demands and industry best practices.

**3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?**

The service area faces several challenges related to the recruitment and retention of qualified staff. These challenges have significant implications for the overall functioning and effectiveness of the service area. The specific challenges and their implications include:

**No Full-Time, Classified Nurse Practitioner or Classified MH Provider Roles:**

- **Implications:**
  - **Decreased Continuity of Care:** The absence of full-time, classified roles for Nurse Practitioners and MH Providers results in decreased continuity of care, impacting the overall quality of healthcare services.

- o **Limited Interest in Part-Time, Non-Benefited Roles:** Qualified candidates reported reluctance to accept part-time, non-benefited positions, reducing the pool of potential hires and making it challenging to attract experienced professionals.
- o **Salary Disparities:** The salary for Registered Nurse Classified positions do not commensurate with the salaries and responsibilities of Nurse Practitioners, leading to difficulties in attracting and retaining qualified professionals.

#### **Difficulty Recruiting Medical/Counseling Health Professionals Due to Lack of Flexibility in Hybrid Work Schedules:**

- **Implications:**

- o **Recruitment and Competitive Challenges:** The lack of flexibility in hybrid work schedules poses difficulties in recruiting medical and counseling health professionals. In today's work environment, flexibility is often a key factor for attracting top talent. In a competitive job market, organizations offering more flexible work arrangements may have an advantage in attracting and retaining qualified professionals.

#### **4. How does the service area facilitate appropriate career development and progression for staff?**

##### **a. Describe the service area's professional development resources, activities, and/or opportunities.**

##### **b. How does this engagement directly reflect on the direction of your service area.**

The service area's commitment to professional development, including individual and team training, and the implementation of cross-training initiatives, reflects a strategic approach to staff development that directly aligns with the overarching goals and direction of the service area. This not only ensures the continued growth and adaptability of the team but also contributes to the provision of exceptional services to the student community.

#### **Describe the service area's professional development resources, activities, and/or opportunities.**

- **Training Initiatives:** The service area invests in the professional development of its staff by offering a diverse range of training initiatives. These include engaging professional workshops, seminars, and online courses designed to augment the expertise of individual team members. These opportunities empower staff to stay abreast of the latest industry trends, best practices, and emerging technologies, ensuring their skills remain relevant and up-to-date.
- **Cross-Training Programs:** Recognizing the importance of a well-rounded and versatile team, the service area actively promotes cross-training initiatives. Team members are encouraged to participate in programs that provide insights into the roles and perspectives of their colleagues. This not only fosters a deeper understanding of the overall service area functions but also promotes collaboration and teamwork, enhancing the overall effectiveness of the team.
- **Individual and Team Development:** The service area understands that each team member has unique professional growth needs. To address this, individuals are provided with opportunities tailored to their specific areas of interest and development. Activities such as attending ally workshops through the Equity Center, participating in Falcon's Day events, and engaging in cross-departmental trainings allow team members to grow both individually and as a cohesive unit.
- **Therapists' Specialized Trainings:** The therapists within the service area have undertaken a comprehensive array of specialized training programs. These include workshops such as "Fundamentals of LGBTQIA+ Affirmative Therapy," "DBT Skills for Addressing Microaggressions (LGBTQIA+ focused)," "Working with Deaf & Hard of Hearing Students," "UndocuALLY Training," and others. These trainings showcase the service area's commitment to inclusivity and cultural competence, equipping therapists with the skills needed to provide sensitive and effective support to a diverse student population.

#### **How does this engagement directly reflect on the direction of your service area?**

- **Contributing to High Service Levels:** The emphasis on staff training directly contributes to maintaining a high level of service within the service area. Well-trained staff are better equipped to handle the unique challenges of healthcare and mental health services, leading to improved patient care and satisfaction.
- **Adaptability and Efficiency:** Cross-training initiatives foster adaptability within the team. Team members who understand the roles and perspectives of others can collaborate more effectively, leading to increased efficiency and seamless service delivery.
- **Alignment with Service Area Goals:** The engagement in regular professional development aligns with the service area's goals by ensuring that staff members are continuously improving their skills and staying updated on the latest developments in their respective fields. This alignment is crucial for maintaining relevance and effectiveness in a dynamic healthcare environment.

**Overall Impact:** the service area's commitment to professional development, including individual and team training, and the implementation of cross-training initiatives, reflects a strategic approach to staff development that directly aligns with the overarching goals and direction of the service area. This not only ensures the continued growth and adaptability of the team but also contributes to the provision of exceptional services to the student community through enhanced service quality. A well-trained and cross-functional team is better equipped to provide high-quality services.

#### **5. Please describe the succession planning for your service area.**

##### **a. What steps are in place?**

##### **b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?**

1. **What steps are in place?** The service area has implemented a comprehensive succession planning strategy to ensure smooth transitions and uphold operational excellence. Key steps include the establishment of Standard Operating Procedures (SOPs), regular policy and procedure updates, maintenance of training documents, creation of onboarding checklists, and the use of the digital collaboration platform TEAMS.
2. **How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?** To address potential challenges posed by staff turnover, retirement, and attrition in the Mental Health Services (MHS) program, we plan to implement strategic measures such as offering Licensed Clinical Social Workers (LCSW) opportunities to serve as Intern preceptors and Internship Supervisors. This approach aims to enhance skill-building and retention within the program, ensuring a seamless transition and continuous improvement despite personnel changes.

#### **6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?**

##### **a. How does the department use the findings from these assessment efforts to improve the work environment?**

The service area utilizes a multifaceted approach to assess staff well-being, satisfaction, and motivation. Informal check-ins by the Associate Dean, particularly during high-volume periods and crisis situations like the COVID pandemic, serve as a real-time gauge of staff sentiments. Additionally, the service area encourages staff participation in HR satisfaction polls and union activities to gather formal feedback and ensure a collective voice for expressing concerns.

**How does the department use the findings from these assessment efforts to improve the work environment?** The department strategically utilizes findings from its assessment efforts to cultivate a responsive and supportive work environment. Key highlights include:

1. **Task Delegation and Workflow Improvements:** Responses to informal check-ins guide adjustments in task delegation and workflow enhancements contributing to a more manageable workload for staff members.
2. **Tailored Professional Development Opportunities:** Identification of specific needs through check-ins informs decisions on tailored professional development initiatives, addresses staff concerns and enhances overall job satisfaction.
3. **Continuous Communication:** Formal channels ensure transparent addressing of issues raised in assessments fostering a culture of openness and responsiveness within the department.
4. **Systemic Improvements and Policy Adjustments:** Insights from HR satisfaction polls and union participation identify systemic issues leading to systemic improvements, policy adjustments, and targeted interventions.

#### **7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?**

##### **a. How does this participation reflect on your service area's plans and integration with the college.**

Associate Dean founded & Chairs Wellbeing Working group.

Dean of Student Accessibility and Wellness, Associate Dean of Student Health, and LCSW Manager are part of the CAIR Team.

## Section 2: Service Area Trends

### A. Service Area User Demographics : Version by Elquizabal, Christopher on 01/13/2024 08:56

**1. Whom do you serve?**

**a. Describe your primary and secondary user groups that the service area attracts and serves.**

**b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).**

Student Health Services primarily serves enrolled students seeking physical, mental health, and wellness services that include nutrition, chiropractic, dermatology, clearance for health occupation students and staff/faculty reporting student concerns. Additionally, Student Health Services provides in-classroom presentations and workshops. We cater to all demographics at Cerritos College, aligning with campus wide trends in race/ethnicity, gender, age range, foster youth, formerly incarcerated, and first-generation status. Specific demographic data is being obtained from our healthcare system to provide a comprehensive overview.

**2. How do the demographics of your users compare with the college as a whole?**

**a. Are the trends within your program in alignment with the broader, collegewide trends?**

We cater to all demographics at Cerritos College, aligning with campus wide trends in race/ethnicity, gender, age range, foster youth, formerly incarcerated, and first-generation status. Specific demographic data is being obtained from our healthcare system to provide a comprehensive overview. At this time, our system does not record demographic status for foster youth, formerly incarcerated, or first-generation students. Student Health Services will need to submit a request to IERPG in order to obtain that data.

### B. Service Area Service Trends : Version by Elquizabal, Christopher on 01/13/2024 08:56

**1. Describe the usage trend for your service area in the last three years.**

**a. Has it remained steady, increased, or decreased?**

**b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?**

**c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

**d. Describe any factors that contributed to any change.**

	2020-2021	2021-2022	2022-2023	2023-2024 (July-Dec 18, 2023)
# of Clients	158	195	118	141
% Female	68.35%	68.21%	64.41%	70.21%
% Male	29.11%	29.74%	33.99%	26.95%
% Hispanic/Latino & Mexican	59.13%	60.04%	65.89%	67.24%
% Not Hispanic/Latino	30.16%	34.91%	31.95%	20.82%
% Unknown	5.03%	3.95%	1%	2.6%
% Age Over 24yo	44.94%	33.85%	32.2%	32.39%

**Usage Trend Analysis:** The usage trend for mental health services has fluctuated over the past three years. In 2021-2022, there was a significant increase in the number of clients served, but a decrease was observed in 2022-2023. The trend slightly rebounded in 2023-2024 (July to December 18). The change in service delivery approach, with the introduction of short-term therapy under the LCSW Manager in Spring 2023, has positively impacted the number of students served. The shift from contracted mental health services contributed to shorter wait times and an increase in the overall number of clients. Additionally, Student Health Services established new areas of support, including a student meditation room and dermatological services.

**Demographic Patterns:**

- Gender: More female students consistently seek therapy compared to male students.
- Ethnicity: Hispanic/Latino and Mexican students consistently comprise the highest percentage of clients, showing a positive trend.
- Age: The percentage of clients over 24 years old has remained relatively stable over the years, with a slight decrease in recent data. In the last 12 months, the majority of clients fall within the 18-24 age range.

**Equity and Mitigation:** The data indicates a need for further exploration of equitable outcomes. Student Health Services is keenly aware that athletes and Black students are not accessing mental health services at Cerritos College at the rate that would be anticipated. The LCSW Manager is developing a plan for conducting a gap analysis in terms of services meeting standards for anti-racist and culturally appropriate services for all students on campus. The service is inclusive, with diverse representation across genders and ethnicities. However, attention should be given to understanding and addressing potential equity gaps, especially concerning age groups. Efforts should be made to collect more detailed demographic data during intake and refine the systems from which the data is pulled.

**Factors Contributing to Change:** The introduction of short-term therapy and the shift in service delivery approach played a crucial role in the increased number of clients served. The change addressed issues related to longer wait times experienced under the previous contracted mental health services.

**Recommendations for Improvement:**

1. Establish additional protocols to capture comprehensive demographic data during the intake process.
2. Clarify and refine systems for pulling demographic data to ensure accuracy and consistency.
3. Continue monitoring usage trends and demographic patterns to inform ongoing program improvements.

Overall, the program has made positive strides in service delivery, but ongoing attention to demographic data collection and analysis will contribute to a more equitable and responsive mental health service for the community college.

**2. Describe your pattern of service. Include:**

**a. Standard hours of operations.**

**b. Alternative modes (e.g., online, hybrid, etc.).**

**c. Schedules of delivery (e.g., early morning, evening services, etc.).**

**d. How your services meet the needs of the users.**

Service Aspect	Details
Standard Hours of Operations	- Monday, Tuesday, Thursday: 8:00 am to 5:00 pm - Wednesday: 8:00 am to 4:30 pm (Telehealth until 6:00 p.m.; prior appointment necessary) - Friday: 8:00 am to 4:00 pm
Alternative Modes	- Telehealth services

Service Aspect	Details
Schedules of Delivery	<ul style="list-style-type: none"> <li>- Utilization of Language Line, ASL interpreters, &amp; UbiDuo</li> <li>- Monday, Tuesday, Thursday: 8:00 am to 5:00 pm</li> <li>- Wednesday: 8:00 am to 4:30 pm (Telehealth until 6:00 p.m.; prior appointment necessary)</li> <li>- Friday: 8:00 am to 4:00 pm</li> </ul>
How Services Meet User Needs-	<p>Student Health Services receive low requests for evening and extended hour utilization.</p> <ul style="list-style-type: none"> <li>- Operational hours until 6:00 p.m. recorded zero student requests for appointments and walk-ins.</li> </ul>

**3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.**

**a. How does this help inform future practices?**

**Observations and Future Practices:**

**1. Telehealth:**

- o Positive response with 29 student telehealth visits.
- o No rejections based on criteria; potential for MSW Practicum student involvement in future telehealth support for students.
- o Continuous monitoring for increased demand; readiness to expand services-based utilization need.

**2. In-person:**

- o Positive results from piloting in-person and online hybrid workshops.
- o Limited attendance indicates the need for reevaluation or targeted marketing for increased participation with intentional outreach to student populations (e.g., Black males and athletes) underutilizing services.

**3. Awareness Activities:**

- o Success with interactive elements and giveaways.
- o Consider replicating successful elements in future activities.
- o Evaluate and adjust strategies for workshops and support groups to improve attendance.

**Overall:**

- Utilize student feedback from surveys to enhance program effectiveness.
- Promote a diverse range of activities to cater to varying preferences.
- Regularly assess and adapt services to align with student needs and preferences.

## Section 3: Service Area Performance and Effectiveness

### A. Service Area Outcomes Assessment Process : Version by Elquizabal, Christopher on 01/13/2024 08:59

**1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?**

Service Area Outcomes (SAOs)	Methods for Assessment	Success Indicators
SLO 1: Culturally Competent Care	Institutional Effectiveness, Research, Planning, and Grants (IERPG) will collaborate with Student Health Services (SHS) to distribute patient satisfaction surveys. The survey will include 4 questions related to culturally competent care and 2 questions about student adherence to prevention approaches, self-care practices, and appropriate intervention strategies outlined in their treatment plan.	<ul style="list-style-type: none"> <li>• Patient satisfaction survey results measuring culturally competent care.</li> <li>• Student adherence feedback on recommended prevention approaches, self-care practices, and intervention strategies.</li> </ul>
SLO 2: Psychological Distress Reduction	<ul style="list-style-type: none"> <li>• Student Exit survey</li> <li>• Data collected from the Patient Health Questionnaire-4 (PHQ-4) administered at 1st, 4th sessions, and termination.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Exit survey results indicating a clinically meaningful decrease in psychological distress.</li> <li>• PHQ-4 scores showing changes in psychological distress levels at different stages of therapy.</li> </ul>
Additional Success Indicators for SLO 2	<ul style="list-style-type: none"> <li>• Student satisfaction surveys.</li> <li>• Annual review of service utilization and core satisfaction measures by race/ethnicity, gender identity, and sexual orientation.</li> <li>• Annual review of service utilization measures by retention, passing grades, and academic programs.</li> <li>• Regular analysis of demographics of medical and mental health providers, interns, and MOUS.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall increase in student satisfaction with mental health services.</li> <li>• Service utilization and satisfaction measures by demographic categories (race/ethnicity, gender identity, sexual orientation).</li> <li>• Service utilization impacts for student retention, passing grades, and academic success.</li> <li>• Demographic analysis of medical and mental health providers, interns, and MOUS.</li> </ul>

**Future Plans:** In the absence of established assessment methods for the future, the SHS program will continue to refine and expand its evaluation strategies, seeking to incorporate emerging best practices in student health service assessment. This may involve exploring additional surveys, collaborations with academic departments, or adopting new tools to measure success in fulfilling the mission and goals of the program. The commitment to ongoing improvement and evidence-based practices will guide the development of future assessment methods.

**2. How are user needs assessed and considered in the development and delivery of programs and services?**

**a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?**

**b. What are the sources of information your service area uses to understand current needs?**

**c. How have the needs changed over time?**

- 1. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?** In our commitment to addressing student needs effectively, we employ a multi-faceted approach. Firstly, we analyze data from Point and Click Solutions (PNC), a valuable tool that provides demographic insights and serves as a repository for statistical comparisons. Additionally, we conduct surveys following workshops and group sessions to assess the acquisition of skills and to gather recommendations and suggestions for improvements. Moreover, we actively engage in one-on-one conversations with students to gain firsthand insights into their experiences.

- 2. What are the sources of information your service area uses to understand current needs?** Our sources of information are diverse and comprehensive. PNC data is instrumental for demographic insights and historical comparisons. We also utilize evidence-based surveys on substance use, suicidality, and mood. Our data collection extends to critical issues such as Sexual Assault, Domestic Violence, and food and housing insecurity. Recently, we launched a new tool in PNC, incorporating SCOFF (a 5-question screener for eating disorders) and PC-PTSD-5 (a 5-item screen for probable PTSD), enhancing our ability to assess individual student needs comprehensively.
- 3. How have the needs changed over time?** Unfortunately, historical data beyond the statistics available in PNC for comparison purposes do not exist. However, Student Health Services acknowledge the dynamic nature of student needs and recognize the importance of continuous evaluation. To better understand the evolving needs of our student population, we are planning to conduct Student Focus Groups in the near future. This initiative aims to provide deeper insights into user needs, interests, and experiences, fostering an environment of ongoing improvement.

In terms of changes over time, we note that the demand for telehealth services has decreased significantly since the conclusion of the COVID-19 pandemic. While we continue to offer telehealth as an option, it is not widely requested or utilized by students. Additionally, recognizing that some students require longer-term or more intensive services than those provided within SHS, we have introduced the position of Patient Advocate. Currently filled by an STH worker, this role will transition to a MSW Practicum.

**3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?**

**Program/Service Usage Patterns:** Student Health Services (SHS) utilizes a comprehensive tracking system to monitor program and service usage patterns. Point and Click Solutions (PNC) is integrated into our system, allowing for efficient and accurate tracking of student interactions with various health services. This includes appointments, consultations, and other relevant activities. The system is regularly updated to ensure real-time data accuracy and reliability.

**Satisfaction and Dissatisfaction Metrics:** To gauge user satisfaction and dissatisfaction, SHS employs a multifaceted approach. SAO outcome measures, such as clinical progress and fidelity measures, are routinely assessed. Additionally, self-reported surveys are distributed to collect valuable feedback from students regarding their experiences with SHS. These surveys cover a range of aspects, including the quality of care, communication with staff, and overall satisfaction.

**Future Data Collection Strategies:** Looking ahead, SHS is exploring opportunities to enhance data collection further. One specific area of focus is the integration between PeopleSoft and Point and Click. We are seeking clarification on how PeopleSoft interfaces with Point and Click and how the reports generated by Point and Click can be utilized to benefit SHS and its programs. This collaboration aims to streamline data collection processes and provide a more comprehensive understanding of program/service usage patterns and user satisfaction. As part of our commitment to continuous improvement, SHS is also considering the implementation of additional feedback mechanisms to capture nuanced aspects of user experiences for a more holistic evaluation.

**4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?**

The Student Health Services (SHS) program actively engages in obtaining and utilizing comparative and benchmark data to stay abreast of peer institutions' practices and industry standards. Point and Click Solutions (PNC) facilitates this process by providing standard reports that compare our data to that of like-sized community colleges, offering valuable insights. Furthermore, recent enhancements in our data collection tools and processes promise an even more robust utilization of comparative data in the future. Our LCSW Manager has played a pivotal role in this effort, securing membership in the California Community College Mental Health & Wellness Association during the late fall of 2023. This membership not only enables peer sharing and support related to mental health services but also fosters collaboration with similar institutions. In addition to leveraging PNC reports, our LCSW Manager actively communicates with peers at local community colleges and stays current with industry trends by reviewing Mental Health information from the Chancellor's Office and participating in relevant webinars. Our commitment to utilizing comparative and benchmark data is evident through our utilization of PNC reports, membership in a relevant professional association, and ongoing communication with peer institutions. As our data collection tools and processes continue to evolve, we anticipate even more informed decision-making and program improvements in the future.

**5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?**

In monitoring compliance with laws and regulatory requirements for the Student Health Services (SHS) program, the service area adopts a comprehensive approach. The Licensed Clinical Social Worker (LCSW) employed within the program ensures compliance by staying informed about relevant laws and regulations integral to their profession. Regular updates from the Mental Health Wellness Services (MHWS) and reviews of Chancellor's office communications/reports by the LCSW Manager serve as valuable resources for guidance when needed. Furthermore, the Student Health Associate Dean actively engages in professional networks to stay abreast of industry standards and regulatory changes. As a member of the American College Health Association, Health Services Association Community College, and Mental Health Wellness Association CCC, the Associate Dean is well-connected to sources that disseminate updates on regulatory requirements. Additionally, being a PH NP grants her access to a listserv for these associations, ensuring timely receipt of pertinent information to maintain compliance within the SHS program.

## B. Service Area Outcomes Assessment : Version by Elquizabal, Christopher on 01/13/2024 08:57

**1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.**

The success of the Student Health Services (SHS) program in achieving its outcomes is substantiated by data derived from the implementation of the Patient Health Questionnaire-4 (PHQ4). This tool, designed to assess anxiety and depression symptoms, is administered to clients at the initial, 4th, and final sessions through the Student Portal, seamlessly integrated into Point and Click, our Electronic Medical Records system. The utilization of the PHQ4 allows for the systematic tracking of changes in symptomatology, providing a comprehensive understanding of the mental health landscape among our student population.

In terms of achieving 2023 fall semester goals, Student Mental Health Services made commendable progress. The objective to organize at least Two Diverse Support Groups was achieved with a focus on providing informal emotional and mental health student support through varied dates, times, and formats by December 2023. Similarly, the goal of conducting Four Skills-Based Mental Wellbeing Workshops to enhance Student Mental Health Wellness was not only met but surpassed, with over 20 workshops held, incorporating diverse dates, times, and formats. Additionally, the development of support group materials reflects a commitment to a trauma-informed, inclusive approach, aligning with the Institutional Effectiveness, Research, Planning, and Grants (IERPG) approval for the Embedded Wellness course. This course will include two classes dedicated to delivering and evaluating Skills-Based Mental Wellbeing Workshops as part of a comprehensive study, showcasing the program's dedication to continuous improvement and holistic student well-being.

**2. What areas for improvement are suggested by the data?**

**Areas for Improvement:** The data analysis reveals two key areas for improvement within the Student Health Services (SHS) program. Firstly, the higher-than-desirable drop-out rates indicate a need for a more targeted and effective approach to ensuring client engagement and retention. The completion of the final PHQ4 assessment by a small number of students suggests that strategies to enhance participation in this critical evaluation process should be explored. Secondly, the transition to a different appointment frequency model during the Fall 2023 semester has resulted in a delay in session completion, extending into Spring 2024. While the full impact of this change is yet to be assessed due to pending data, it highlights the importance of carefully managing program modifications to avoid disruptions. Future evaluations should incorporate the lessons learned from this transition and consider potential refinements to appointment scheduling.

**Recommendations for Future Assessment and Improvement:** In response to the identified challenges, the SHS program is committed to ongoing refinement and expansion of its evaluation strategies. Given the absence of established assessment methods for the future, the program aims to explore additional surveys, foster collaborations with academic departments, and consider adopting new tools aligned with emerging best practices in student health service assessment. This proactive approach reflects the program's dedication to evidence-based practices and continuous improvement. Moreover, to address the need for increased utilization within historically underserved populations, particularly Black students, men,

and student athletes, SHS is actively exploring targeted strategies. This includes a focus on mental health services, nutrition, and overall wellness practices. By addressing the unique needs of these populations, SHS aims to create a more inclusive and accessible program that effectively serves the diverse health and wellness needs of the student community.

### 3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

The Student Health Services (SHS) program utilizes assessment data to make informed organizational decisions, enhance management practices, and refine program/service delivery strategies. An ongoing review of no-show appointments and cancellations without rescheduling is being conducted, comparing the effectiveness of transitioning from an every-week model for 6 weeks to a 3x weekly model, analyzing its impact on course of treatment completion, clinical dropout rates, and improvements in PHQ4 and other clinical assessment scores. Recognizing higher no-show and dropout rates for therapists in training, the program is actively exploring various interventions, such as text messaging reminders, therapist involvement in front desk scheduling, and clinical training focused on client engagement and retention.

Furthermore, efforts are directed towards minimizing causes for dropout, and additional guidance and training for MSW Practicum Students in developing SMART goals collaboratively with clients are being implemented. These initiatives aim to improve identifiable outcomes across services ranging from physical health outcomes to assessing PHQ4 symptomology, contributing to a comprehensive approach in utilizing assessment data for evidence-based decision-making within the SHS program.

### 4. How has the assessment of the service area outcomes contributed to your service area's improvements?

**Assessment of Service Area Outcomes:** The Student Health Services (SHS) program has implemented the use of the PHQ4 at initial and 4th sessions, providing therapists and the LCSW Manager with valuable insights for treatment planning. This approach has contributed to tailored interventions that lead to improvements in symptoms by the final session. Furthermore, the assessment process allows a comprehensive review of cases at termination, identifying successes and areas for improvement in intervention and treatment planning.

**Increasing Access and Alignment with Senate Bill 129:** To enhance access to medical care, wellness, and mental health services, SHS has strategically aligned with Senate Bill 129 (Budget Act of 2021), securing ongoing local assistance funds. The establishment of a direct referral system to Student Accessibility Services and Falcon's Nest demonstrates a commitment to providing wrap-around services for students from special populations. This initiative not only expands the availability of mental health services but also supports the broader needs of students in the areas of physical health, financial well-being, and academic success.

**SHS and Student Success:** In collaboration with the Office of Institutional Effectiveness, Research, Planning, and Grants, SHS has conducted a thorough assessment of outcomes for students utilizing its services. The findings reveal that 87 percent of students who sought services from SHS completed their courses, compared to 81 percent of all students. Additionally, 76 percent of SHS-engaged students completed their courses with a passing grade, surpassing the 68 percent pass rate for all students. This data underscores the positive impact of SHS on student success, showcasing its role in supporting academic achievement and overall well-being.

### 5. How does the service area make needed data and information available to area stakeholders?

The Student Health Services (SHS) program effectively disseminates essential data and information to various stakeholders within Cerritos College. Bi-weekly updates are shared with the Vice President of Student Services/Assistant Superintendent, ensuring that the administration remains informed about the ongoing activities and progress of SHS. Additionally, comprehensive semester-based reports for SAOs, outlining specific goals, activities, and achievements, are submitted to the Board, fostering transparency and accountability.

To further engage with the college community, SHS tailors its communication by providing relevant updates to specific departments. The program actively participates in faculty engagement through presentations during Flex Week, Public Forums, and Falcon Day. These channels serve as opportunities for SHS to convey pertinent information to faculty members, fostering a collaborative approach and ensuring that the broader college community is well-informed about the initiatives and developments within the Student Health Services program.

## Section 4: Previous Three-Year Service Area Program Plan Reflection

### Service Area Three-Year Reflection : Version by Elquizabal, Christopher on 01/13/2024 08:57

#### 1. What are the primary strengths of the service area?

##### a. How have these changed over time?

##### b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

**Primary Strengths and Evolution Over Time:** The Student Health Services (SHS) program has exhibited exceptional adaptability, demonstrating agility and flexibility over the past three years. This was particularly evident in our response to the evolving student needs in the post-pandemic landscape. A notable change involved the implementation of a novel MSW Practicum Student Intern model for therapy delivery, underscoring our commitment to innovation. This approach not only addressed the challenges posed by the pandemic but also reflected our proactive stance in meeting the mental health needs of our students.

Moreover, our commitment to staying ahead in the field of mental health services is evident through the integration of standardized screening tools, such as PHQ-4, CAGE AID, and the Columbia Suicide Severity Rating Scale, into our services. This strategic move enhances our ability to assess risks and monitor symptomatology improvements systematically. In conjunction with the Triage appointment model, these initiatives have effectively minimized wait times during peak demand periods, ensuring students are promptly connected to the necessary resources. The introduction of a Patient Advocate role further emphasizes our dedication to providing comprehensive support, particularly in connecting students with longer-term therapy or specialized behavioral health services.

#### What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

**Best Practices and Industry Engagement:** Our commitment to maintaining the highest standards in Student Health Services is exemplified by our engagement in best practices. The Student Health Associate Dean actively participates in professional networks, including memberships in the American College Health Association, Health Services Association Community College, and Mental Health Wellness Association CCC. These affiliations, coupled with being a Nurse Practitioner, provide timely updates on industry standards and regulatory changes. Similarly, the LCSW within the program stays well-informed about relevant laws and regulations through regular updates from Mental Health Wellness Services and reviews of Chancellor's office communications. These proactive measures ensure our continued compliance and alignment with the evolving landscape of regulatory requirements.

#### Highlighted Achievements:

- Implemented a flexible MSW Practicum Student Intern model for therapy delivery to address post-pandemic challenges.
- Integrated standardized screening tools (PHQ-4, CAGE AID, C-SSRS) into services, enhancing risk assessment and tracking symptomology improvements.
- Established a Triage appointment model to reduce wait times during peak demand and connect students with off-campus resources sooner.
- Introduced a Patient Advocate role to support students in accessing longer-term therapy or specialized behavioral health services.

#### 2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

Over the past three years, the Student Health Services (SHS) program has made substantial progress towards achieving its established goals and Student Area Outcomes (SAOs). Notably, for students who completed a course of therapy and the PHQ-4 at the initial and final appointments, there was an 83% reported decrease in psychological distress. Despite this success, an N of 12 signifies a relatively small sample size, prompting a refinement of our procedures. To address this, we plan to have therapists directly administer the PHQ-4s instead of the Front Desk, ensuring consistent administration and mitigating barriers such as Wi-Fi issues for form completion in the student portal. Additionally, introducing text messaging for appointment reminders aims to enhance attendance and reduce drop-out rates.

While we met all goals related to offering Emotional Wellbeing Workshops and Support Groups, the attendance for these events remained low despite positive survey results indicating that

students learned new skills. Moving forward, strategies to increase participation will be explored to maximize the impact of these valuable resources. In collaboration with the Office of Institutional Effectiveness, Research, Planning, and Grants, SHS conducted a comprehensive assessment of outcomes for students utilizing its services.

The data revealed a significant positive impact on student success, with 87% of SHS-engaged students completing their courses, compared to 81% of all students. Moreover, 76% of SHS-engaged students completed their courses with a passing grade, surpassing the 68% pass rate for all students, showcasing the program's vital role in supporting academic achievement and overall well-being. Looking ahead to Spring 2024, SHS plans to launch "YOU at College," a suite of solutions aimed at further supporting student mental health, well-being, success, and retention through engaging prompts based on positive psychology and the science of social connection.

#### Summary of SAO Outcomes and Next Steps:

- 83% reported decrease in psychological distress post-therapy.
- Refinement of procedures, including therapist-administered PHQ-4s and text reminders for appointments, to improve consistency and attendance.
- Successful achievement of Emotional Wellbeing Workshop and Support Group goals, though attendance improvement strategies are needed.
- Positive impact on student success demonstrated by higher course completion and passing grades compared to the overall student population.

#### 3. Please provide a financial overview of the service area.

**a. How are resources allocated to support the mission, goals, and outcomes of the service area?**

**b. How are budget allocation/reallocation decisions made in your service area?**

**c. What factors influence the use of service area resources?**

Over the past three years, the Student Health Services (SHS) program has made substantial progress in aligning its services with the established goals and outcomes outlined in the previous program plan. The mental health allocation budget from the Chancellor's Office, combined with the student health fee, has served as the primary funding stream. This financial support has been pivotal in sustaining and expanding a range of services, including mental health counseling, clinical internships, wellness programs such as eCheckup To Go and YOU at College, and specialized services like dermatology and chiropractic care.

Internal and external factors influencing the effectiveness of the SHS program have been carefully considered. Budget allocations are closely tied to Service Area Outcomes, reflecting a responsive approach to student needs determined through clinical assessments and direct feedback. The Student Health budget undergoes semesterly reviews involving Fiscal, the Dean of Student Health and Wellness Services, and submission to the Vice President for Student Services, ensuring a transparent and accountable financial management process. The collaborative efforts of the Dean of Student Health and Wellness and Associate Dean of Student Health in monitoring the funding stream contribute to maintaining budgetary health, enabling the ongoing provision of essential services to students.

#### Financial Overview and Summary:

- Funding Stream: Primary funds from the Chancellor's Office and student health fees.
- Expenditure Focus: Aligned with Service Area Outcomes; covers a diverse range of services.
- Budget Allocation Process: Informed by student needs, clinical assessments, and direct feedback.
- Financial Accountability: Regular semesterly reviews and collaboration ensure transparent and effective financial management.

#### 4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

**a. Explain what circumstances prompted these changes.**

**b. How these changes have/will affect the service area operations and services.**

**c. How the service area plans to address these changes.**

**a. Explain what circumstances prompted these changes.**

**Resource Changes and Circumstances:** Over the past three years, the Student Health Services (SHS) program has experienced significant resource changes, particularly with the strategic hiring of a Licensed Clinical Social Worker (LCSW) to serve as the Manager of Mental Health Services. This decision was prompted by the growing demand for mental health support among students, as evidenced by a noticeable increase in service requests from 2021-2022 to 2022-2023. Additionally, the decision to bring in MSW Practicum Students to contribute to service delivery aligns with the program's commitment to innovation and maximizing available resources.

**b. How these changes have/will affect the service area operations and services.**

**Impact on Operations and Services:** The introduction of demand mitigation strategies, informed by the 2021-2022 Annual Survey by the Association for University & College Counseling Center Directors, has allowed the SHS program to effectively address the surge in demand. These strategies include the implementation of a wait list, a triage system for care prioritization, session scheduling adjustments, and the expansion of group offerings. Moreover, the decision to designate the LCSW position as staff rather than permanent aligns with the flexible staffing model common in college centers, allowing for adaptability based on evolving student needs.

**c. How the service area plans to address these changes.**

**Addressing Changes:** To adapt to the annual budget increases attributed to inflation, Cost of Living Adjustments, step increases, and rising service costs, the SHS program remains committed to ensuring financial sustainability. Strategic financial planning, including resource allocation and budget management, will be key to maintaining and enhancing the quality of services provided to students. Additionally, continuous collaboration with stakeholders and exploring innovative funding sources will be pursued to mitigate the impact of rising costs on service delivery.

#### 5. How effectively do the service area's current facilities, space, and equipment support area operations?

**a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?**

**b. What strategies have been adopted or will be adopted to institute these changes?**

**a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?** The Student Health Services (SHS) program has made notable progress in expanding mental health services and increasing accessibility for students across the campus. However, challenges persist in terms of facilities, space, and equipment.

**Current Facilities, Space, and Equipment Assessment:** The existing facilities are insufficient to accommodate the growing demand for confidential meeting space, particularly for the LCSW Manager, STH LCSW, MSW Practicum students, and the Patient Advocate. Efforts are underway to address this issue with a work order for the construction of an additional confidential therapy office, though progress has been limited. In terms of organizational resources, there is a recognized need for more inclusive furniture to enhance the environment for both students and staff. Plans to purchase additional furniture that is inclusive and trauma-informed are in motion.

**b. What strategies have been adopted or will be adopted to institute these changes?**

**Strategies for Change and Improvement:** To address the limitations in space and enhance service delivery, the SHS program is actively exploring strategies to embed mental health services across the campus. This approach not only aims to improve accessibility but also addresses the current space constraints. Efficiency improvements are being piloted using a Hushpod with a desktop computer to facilitate student completion of forms via the Student Portal. This initiative responds to the barrier posed by inadequate Wi-Fi, which has been a challenge for both staff and students. Despite the relatively new SHS building, challenges with internet connectivity and Wi-Fi consistency persist. These issues impact various aspects, including the completion of health questionnaires, Telehealth services, health exit surveys, and the overall ability to assess data for Student Achievement Outcomes (SAOs).

## 6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

The Student Health Services (SHS) program has made commendable progress in leveraging technology to enhance its services and overall effectiveness. The integration of Point and Click Solutions into a cloud-hosted model has significantly improved responsiveness. This shift has streamlined operational functions and promoted innovation within the service area. Additionally, the adoption of text messaging reminders by SHS demonstrates a commitment to meeting user needs more effectively, enhancing communication, and ensuring better engagement with the student population with a targeted aim at increasing fidelity for scheduled student appointment.

In terms of keeping pace with technological developments, the SHS program has prioritized ensuring reliable Wi-Fi connectivity. The recent installation of a Hushpod, providing a confidential space equipped with a desktop computer, addresses immediate concerns related to Wi-Fi problems. This solution aligns with the college's larger efforts to enhance overall Wi-Fi infrastructure. Looking forward, the projected technology needs for SHS include further advancements in mental health awareness campaigns and more consistent access to reliable Wi-Fi. The integration of YOU at College App will enable targeted dissemination of expert-backed mental health content to the college population, enhancing student well-being with a professional aesthetic.

## 7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

**MSW Practicum Students and Service Continuity:** One major challenge faced by the Student Health Services (SHS) program over the past three years has been the reliance on MSW Practicum students for Mental Health Services (MHS). This dependency poses issues in terms of service continuity and quality, as each new cadre of students requires significant training, leading to gaps in services during the summer semester and at the beginning of the community college's fall semester. To address this, the SHS program plans to focus on honing the Triage model, conducting MSW Practicum Student orientations before the start of the university semester, and collaborating with university partners to request students with specific language skills and diverse lived experiences.

**Connectivity and External Resources:** Another challenge identified is unreliable Wi-Fi connectivity, impacting the effectiveness of virtual services. Additionally, the reliance on contracted short-term hourly nurse practitioners instead of a full-time nurse practitioner may result in decreased stability and consistency. To overcome these challenges, the SHS program aims to enhance connectivity infrastructure and explore possibilities for securing a full-time nurse practitioner to ensure more reliable service delivery. Moreover, efforts are underway to diversify the MHS staff by collaborating with university partners to match MSW Practicum students with specific language skills and varied lived experiences.

### Summary of Challenges and Solutions:

- Addressing the reliance on MSW Practicum students for MHS by refining the Triage model and conducting pre-semester orientations.
- Improving connectivity infrastructure to overcome Wi-Fi issues impacting virtual services.
- Seeking a full-time nurse practitioner to enhance stability and consistency in health services.
- Collaborating with university partners to diversify MHS staff in terms of language skills and lived experiences.

## 8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

### Future Vision for Student Health Services

In envisioning the future of the Student Health Services (SHS) program at Cerritos College, our goal is to transform the campus into a hub of health and wellbeing, ingrained in every facet of student life. The dream is ambitious, aiming for a comprehensive approach that transcends mere clinical interventions to proactively foster a culture of holistic wellness. Below is a detailed outline of the major themes and anticipated outcomes for the future of the SHS program.

### Collaborative Partnerships

a. Ideal Colleagues and Partners: Our dream involves collaborating with diverse colleagues and partners both inside and outside the institution. One pivotal collaboration is adopting the Okanagan Charter, an international standard for health-promoting universities and colleges. Additionally, establishing partnerships with 4-year institutions will enable the exchange of wellness programs and access to cutting-edge research, enhancing the overall quality of health services at Cerritos.

### Innovations and Best Practices

b. Sharing Accomplishments with Colleagues: Our vision includes implementing innovative practices that set a benchmark for excellence. These include creating robust referral pathways to community agencies, academic wellness programs in collaboration with departments, and adopting a comprehensive 8-component wellness plan. Moreover, leveraging technology through apps like YOU at College and Nod will revolutionize student mental health, fostering social connectivity and overall wellbeing.

### Long-term Impact

c. Impact on the College and Community: The long-term impact we aim for is twofold: ensuring continued student success at Cerritos College and making a positive contribution to the broader community. By focusing on preventative measures and embedding wellness practices into academic and career success, we envision a healthier campus that nurtures self-sufficient, workplace-ready students.

### Capitalizing on Strengths and Opportunities

d. Strengths, Opportunities, and New Directions: Capitalizing on existing strengths and opportunities, we plan to establish a peer-to-peer counseling program outside a clinical setting. This innovative approach, facilitated by trained undergraduate Resilience Peers, will expand the availability of effective care to students dealing with mild to moderate depression and anxiety. Moreover, an online presence, including a CANVAS shell and robust social media engagement, will ensure accessibility to wellness practices aligned with YOU at College resources.

### Future Wellness Program Goals

Our dream is to create an all-encompassing wellness program addressing the 8 major components, ranging from social and physical wellness to financial and existential wellbeing. The goal is not just to intervene in mental health concerns but to instill a proactive culture of mental wellbeing across the campus.

### Long-Term Impact and Sustainability

Looking ahead, the SHS program aims to shift the focus from intervention to prevention, sustaining a healthy campus environment. Establishing wellness practices as integral to academic and career success will empower students with the skills and resilience needed for long-term healthy behaviors and overall wellbeing.

The future vision for the Student Health Services program at Cerritos College is an ambitious yet practical pursuit, aligning with the institution's commitment to student success and wellbeing. Embracing collaborative partnerships, innovative practices, and a comprehensive wellness approach, we aim to set new standards in student health services for the benefit of both the college and the wider community.

# Section 5: Service Area Three-Year Action Plan (Goals, SAOs, Objectives, Action Plans, and Resource Requests)

## Service Area Goals, SAOs, Objectives, and Action Plans

SAO's	Service Area Goal Alignment	Method of Assessment	Assessment Year
undefined	undefined	undefined	undefined

## Service Area Resource Requests

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
undefined	undefined	undefined	undefined	undefined	undefined	undefined	undefined	undefined

# Section 6: Service Area Program Review Process Reflection

## Program Review Reflection : Version by Elquizabal, Christopher on 01/13/2024 08:57

### 1. In what capacity were your service area staff, and/or users involved in the program review process?

In the capacity of Student Health Services (SHS), our staff actively engaged in the program review process, ensuring comprehensive input and collaboration from key stakeholders within the department. The following outlines the involvement of key individuals:

- LCSW Manager, Angela Williams: Provided internal information pertaining to mental health services, including utilization data, areas of growth, opportunities for new services, and future visions for mental health supports.
- Associate Dean of Student Health Services, Dr. Hillary Mennella: Contributed to the program review by providing insights into the overall progress of Student Health Services over the last three years, aligning with Student Affairs and Outreach (SAO) goals.
- Dean of Student Health and Wellness Services, Dr. Christopher Elquizabal: served as the primary lead overseeing and coordinating the program review, ensuring alignment with the broader objectives of the college, and writing the final version for submission.
- Certified Medical Assistant, America Amador: Offered valuable input on the utilization of medical services, contributing to the assessment of the current state of health services within the department.
- Student Health Services, Elizabeth Rodriguez: Participated in the collaborative process by providing data and updates related to her specialization within the department.
- Financial Aid Assistant Director, Jamie Quiroz, provided external feedback and additional perspectives and insights to enrich the program review.

**Communication Strategy During Program Review:** To facilitate effective communication and collaboration during the program review, the SHS team employed the following strategies:

- Joint Document on Teams: A shared document on Teams allowed for real-time collaboration, enabling each team member to review and update relevant sections related to their areas of expertise.
- Ongoing 1:1 Meetings with LCSW Manager: Regular one-on-one meetings with Angela Williams ensured a deep dive into mental health services, allowing for the exchange of valuable data, identification of growth areas, and the articulation of a future vision for mental health supports.
- External Feedback Meeting via Zoom: The Dean of Student Accessibility and Wellness Services engaged in a Zoom meeting with the Financial Aid Assistant Director, Jamie Quiroz, in December. This external feedback session provided additional perspectives and insights to enrich the program review.

**Anticipated Outcomes and Future Vision:** Through this collaborative and thorough program review process, Student Health Services aims to achieve the following outcomes:

- **Enhanced Service Utilization:** Identify and implement strategies to enhance the utilization of health services among students.
- **Strategic Growth Opportunities:** Pinpoint areas of growth and new service opportunities to address evolving student needs effectively.
- **Holistic Mental Health Support:** Develop a comprehensive approach to mental health services, focusing on identified growth areas and incorporating a forward-looking vision.
- **Improved External Partnerships:** Strengthen connections with external departments, fostering a collaborative environment that benefits from diverse perspectives and feedback.

This program review not only reflects our commitment to continuous improvement but also sets the stage for an even more impactful and student-centric Student Health Services program in the future.

### 2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

Our communication strategy for the Student Health Services (SHS) program review involved a multifaceted approach, ensuring comprehensive collaboration and information exchange among team members. The various elements of the program review were communicated through department meetings, collaborative running documents, workgroups, and consultations with the Institutional Effectiveness and Research Planning Group (IERPG).

**Inclusive Participation in Outcome Assessment:** To ensure the active involvement of all members of the Student Health Services team in the outcome assessment discussions, data evaluation, and goal-setting processes, we implemented several key strategies.

#### Data Contributors:

- Internally, crucial information was sourced from key stakeholders, including LCSW Manager Angela Williams, Associate Dean Dr. Hillary Mennella, Dean Dr. Christopher Elquizabal, Certified Medical Assistant America Amador, and Student Health Services member Elizabeth Rodriguez.
- Input on service utilization, SAO goals, and overall progress within the last three years was collected and reviewed collaboratively by the team.

#### Communication Channels:

- Utilizing the collaborative features of Teams, a joint document was created and shared among team members for real-time updates and information sharing. Each member reviewed and provided relevant information related to their respective areas or specializations within the department.

#### Specialized Meetings:

- Ongoing 1:1 meetings with LCSW Manager Angela Williams provided a platform for in-depth discussions on mental health services, including utilization data, growth areas, opportunities for new services, and future visions for mental health support.
- Zoom meetings facilitated external department feedback; for instance, the Dean of Student Accessibility and Wellness Services met with Financial Aid Assistant Director Jamie Quiroz in December to obtain valuable insights and review the Program Review.

**SAO Co-Creation and Collaborative Development:***Strategic SAO Development:*

- Strategic SAOs were co-created with input from Dr. Christopher Elquizabal, Dr. Hillary Mennella, and LCSW Manager Angela Williams. These objectives were established in 2021 and have undergone modifications based on yearly meetings with Deans, the Vice President for Student Services, and the Unit Plan process.

*Joint Efforts for Objectives and Action Plans:*

- Objectives, action plans, and future developments are a collective effort among the Student Accessibility and Wellness Services Team. Progress towards established goals is reviewed in team meetings led by the Associate Dean of Student Health Services. Further discussions, modifications, and adaptations occur through 1:1 meetings with the Dean of Student Accessibility and Wellness Services, fostering a dynamic and responsive approach to program enhancement.

This integrated communication and collaboration strategy has not only ensured comprehensive participation but also positioned Student Health Services for a future marked by continued growth, adaptability, and excellence in meeting the diverse needs of our student community.