

2021-22 Program Review

Program Name: College of San Mateo Health Center

Program Contact: Wellness Center Director, Emily Barrick, MHS, PA-C

Academic Year: 2021 - 2022

Status: Submitted for Review

Updated on: 9/29/2021

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us

- to reflect on the state of student learning or support in our disciplines and programs, by discussing
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - CSM Statement of Solidarity
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

College of San Mateo's Health Services Center supports the College's Mission and Values Statements, Statement of Solidarity, Strategic Priorities, and Strategic Goals by providing holistic care in an equitable, inclusive, safe environment that supports all our students academically, physically, socially, and emotionally regardless of age, citizenship status, disability, ethnic group identity, gender, race, religion, sexual orientation, veteran status, or any legally protected characteristic.

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The Health Services Team consists of the College Physician, Nurse Practitioners, Nurse Midwife, Staff Assistant, and Wellness Center Director. All CSM students have access to free health appointments, via telemedicine and in person, while classes are in session, regardless of how many units they are enrolled in.

The following health services are available to students without charge: health consultations with a medical clinician, first-aid treatment for illnesses and injuries, over the counter medications, pregnancy testing, health screenings, strep throat testing, condoms, tobacco cessation support, Family PACT services (students who qualify for this program have access to free family planning services such as birth control and STD testing and treatment), and support with referrals.

The following health services are available to students for a nominal fee: tuberculosis testing, prescription medications, physicals, pap smears, STD testing and treatment, lab work, and immunizations.

In addition to health appointments, the Health Services Center hosts annual health fairs and provides classroom presentations about the health services we offer. Since the last program review there have been two health fairs in Fall 2018 & Fall 2019 with approximately 1,000 participants in attendance. Roughly 75 classroom presentations are given each academic year.

To maintain our campus community's health and safety, we quickly transitioned services during the C-19 pandemic from in-person to a virtual environment. Furthermore, we expanded upon the services we offer, including offering numerous virtual wellness workshops, partnering with San Mateo County Health to offer free flu and C-19 vaccines in campus parking lots. Additionally, we created the 'Ask the Doc' column in the Bulldog Bulletin e-newsletter to allow students access to up-date-date health information, especially regarding coronavirus. We also created a secure, online health portal for student use which easily allows access to health records for transfer purposes, secure messages to be sent from clinicians to students, and the ability to complete student intake forms for health appointments electronically.

As a result of these efforts, CSM Health Services was awarded the J. Russell Kent Award in 2021 sponsored by the San Mateo County School Boards Association for our outstanding, innovative program within the San Mateo County public school system.

The Health Services Team is committed to success, equity, social justice, and inclusion in conjunction with the mission, value, and core values of CSM. Our basic goal is to empower students to continually explore multiple dimensions of health on their journey to achieve their academic goals and develop wellness life skills that will not only foster a healthy campus culture, but that also provide tools for them to establish healthy patterns of behavior beyond their experience at College of San Mateo.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
 - a. Previous Goals
 - b. Results Achieved
 - c. Changes Implemented
 - d. Plans still in progress
 - e. Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review
 - a. To specific courses, or to any discipline as a whole
 - b. Includes degree, certificate, or course sequences, program delivery or structure, etc

Results of previous Program Review's Action Plans:

Action Plan #1: Reinstate Family PACT services by August 2019. Family PACT services were reinstated at College of San Mateo in March 2019. As a result of this, students who qualify for Family PACT have access to free pap smears, contraceptive methods and supplies (such as condoms, birth control pills, IUDs, Nexplanon, and the Depo-Provera injection), STD testing and treatment, family planning, counseling and education, and HIV and cervical cancer screening.

Action Plan #2: Increase program delivery options, including 'pop-up' food pantries, with key CSM partners who serve students with food insecurities such as EOPS by December 2018. Completed, see details in SparkPoint's first program review (2021-2022).

Action Plan #3: Improve Wellness Center signage/wayfinding by August 2020. Signage was added to Building 1 in November 2018 to direct students to Wellness Center services. In the future health services and personal counseling will move from Building 1 to Building 5 called 'Health and Wellness'.

Action Plan #4: Implement the patient web portal to complete the EMR system by March 2019. The student web/health portal was added to complete the EMR system in September 2020 which allows students to complete electronic intake forms for health and personal counseling appointments, receive secure messages from clinicians, and gain access to health records for transfer purposes, etc.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
Enrollments (duplicated)	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments
18/19 - 20/21	Latinx 24% White 19% Asian 40% Filipino 4% Multi Races 4% African American 3% Pacific Islander 3% Unknown 2% Native American 1%	No data available through electronic medical record system	56% under 24 yrs. 26% Ages 25-34 18% over 35 yrs.	59% Female 39% Male 2% Unknown	2,899 total health appointments Breakdown by appointment type: Immunizations: 21% Sick: 21%, Tuberculosis Screenings: 17%, Follow Ups: 17%, Injuries: 7%, Family PACT: 5%, Labs: 3%, Physicals: 2%, Skin problems: 2%, N-95 Fit Testing: 1%, Assessment: 1%, Observation: 1%, Counseling: 1%, Emergency: 1%

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(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
2% more Pacific Islander students served since last program review, for total of 3% to match enrollment.	The equity gap from previous program review no longer exists.	No resource request granted.	To address Pacific Islander equity gap from previous program review, CSM Health Center partnered with MANA to hold 2 focus groups with Pacific Islander students & hired a Pacific Islander Student Assistant to work in Health Center.
There is no data to provide about first-generation students.	Unable to track this information with the current electronic medical record system.	No resource request granted.	Communicate with electronic medical record system personnel to see if this data can be collected for the next program review cycle; to address potential opportunity gaps with first-generation students; continue to partner with the Promise program.
Increase in # of Latinx students served since last program review.	Overall increase from last program review of Latinx student engagement from 12 to 24 percent; team will continue to work on closing remaining equity gap.	No resource request granted.	Collaborate with key campus partners, including Promise and Puente, engage in relevant professional development training, collect data from focus groups, key informant interviews, or surveys then analyze to identify and address any gaps in service.

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(b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
Since the last program review and the beginning of the pandemic, all health appointments were transitioned from in-person to HIPAA compliant zoom.	Fewer students accessed telemedicine health services over zoom than in-person appointments that were available prior to the pandemic.	Plan to reopen CSM Health Center in hybrid model starting October 2021 so that in-person and remote services via telemedicine are both available to students.
Since the last program review and the beginning of the pandemic, the CSM Wellness Center offered 5 virtual ‘Wellness Weeks’ with workshops about physical, mental, and financial health.	Identified that there was a gap in offering virtual workshops prior to the pandemic - 505 students participated between Summer 2020 and Summer 2021.	Continue to offer virtual and in-person workshops to students regarding wellness.
Offered free drive-thru and walk-up flu and C-19 vaccines in partnership with San Mateo County Health via campus parking lots.	Allowed students, faculty, staff, and community members access to free vaccines in an outdoor drive-up/walk-up setting; previously all vaccines were given indoors at health center and during annual health fairs.	Beginning academic year 21/22, offer pop up flu vaccine clinics on campus in student-centered locations. Continue to partner with HRSupport and San Mateo County Health to offer free C-19 vaccines to students, faculty, staff, and community members.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.** Your summary should explain:

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- SLO/SAO
 - What did the assessment focus on?
 - Was it was a discipline-specific or interdisciplinary (for instruction only)?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learned from it?
 - What changed?

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>Assessment focused on Pacific Islander students' feedback about CSM Health Center - prioritized due to equity gap identified in previous program review.</p>	<p>2 Focus groups were held with CSM Pacific Islander students, outcome included feedback about the following topics: clinic location, health fee, services offered, confidentiality, marketing, and Pacific Islander culture.</p>	<p>Learned from focus group participants that Building 1 is a confusing location because building located directly across on campus is called 'Health and Wellness' (Building 5), lack of awareness about health fee and services offered, recommendation for waiting room aside from Building 1 hallway, insufficient marketing about health services.</p> <p>Pacific Islander Student Assistant joined Health Center Team.</p> <p># of Pacific Islander students served in Health Center increased by 2% overall since last program review.</p>
<p>Assessment focused on health center fair student participants feedback about the CSM Health Center.</p>	<p><u>Survey collected at health fair with the following outcomes:</u> 34% reported previously accessing health services at CSM, 66% had not</p> <p><u>Barriers to accessing health services at CSM included:</u> choosing alternative option for health services (36%), not knowing there is a clinic on campus (27%), cost of services (13%), other (12%), location of clinic (7%), not offering health service(s) needed (5%)</p> <p><u>Most interest in the following available CSM health services:</u> health counseling (31%), physicals (21%), STD testing and treatment</p>	<p>Learned from student survey that predominant barriers to accessing CSM health services include utilizing alternative options, not knowing there is a clinic on campus, and cost of services.</p> <p>Progress made to increase outreach about health services offered, including information during student presentations to access CSM Health Center first even if students have their own health insurance to avoid copay, for their convenience, and for easy access to health records for transfer purposes.</p>

	(15%), immunizations (14%), birth control (10%), and other (9%)	Future move approved for CSM Health Center to shift services from Building 1 to 5. Building 5 is called 'Health and Wellness' and has its own separate waiting room. Family PACT services reinstated since last program review which allows students access to <u>free health services</u> such as birth control, STD testing and treatment, pap smears, family planning, and health counseling & education.
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(d) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

4. Planning

a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a college-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

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Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
Increase health services provided to Latinx and male students	Increase outreach and engagement with key campus programs, identify new programming needed	Increase # of health appointments for Latinx and male students	Ongoing	CSM Health Center Team	Increase physician hours (resource request) Funding for marketing materials and programming Collaboration with key campus programs such as Brothers Empowering Brothers and Puente Professional Development
Transition Health Center (and Personal Counseling) services from Building 1 to 5	Partner with campus leadership and facilities to coordinate move	Increase overall # of health appointments and services offered to students	As soon as possible	CSM campus leadership and facilities	Collaboration with leadership and facilities
Partner with HR to bring employees, faculty, and staff into compliance with follow up tuberculosis screenings	Create secure plan to implement	Compliance percentage based on # of follow up tuberculosis screenings completed	By end of 23/24 academic year, if not sooner	Human Resources, in partnership with SMCCCD College Health Centers	Increase physician hours (resource request) Collaboration with human resources, Skyline and Canada Health Centers, students, faculty, and staff Budget for tuberculosis testing

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?
- e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.