



## 2014-15 Service Area Program Review

<b>DEPARTMENT/PROGRAM</b>	Student Health Center
<b>DESCRIPTION/PURPOSE</b>	The Student Health Services program promotes the position that wellness is essential to academic success. The health providers strive to promote services and health education programming designed to prevent and resolve health problems. The Mental Health Counseling Services program offers short-term individual, couples, family, and group therapy to currently enrolled students at no additional cost. Services are provided by licensed clinicians and interns in a confidential, supportive, and culturally sensitive environment. The Student Health Services are funding solely by the Student Health Fee.
<b>SUBMITTED BY:</b>	Sergio Lopez, Saria Cardoza, Aida Valdez, and Lupita Castro
<b>AREA DEAN/DIRECTOR</b>	Sergio Lopez
<b>AREA VICE PRESIDENT</b>	Todd Finnell

# I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p><b>INSTITUTIONAL MISSION AND EFFECTIVENESS</b> – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p><b>1.1</b> Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p><b>1.2</b> Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p><b>1.3</b> Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p><b>1.4</b> Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p><b>STUDENT LEARNING PROGRAMS AND SERVICES</b> – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p><b>2.1</b> Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.2</b> Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p><b>2.3</b> Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.4</b> Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p><b>2.5</b> Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p><b>2.6</b> Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p><b>RESOURCES</b> – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p><b>3.1</b> Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p><b>3.2</b> Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p><b>3.3</b> Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p><b>3.4</b> Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p><b>LEADERSHIP AND GOVERNANCE</b> – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p><b>4.1</b> Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p><b>4.2</b> Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p><b>4.3</b> Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p><b>4.4</b> Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p><b>4.5</b> Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

## II. PROGRAM GOALS

### A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b>  <u>Goal:</u> Provide student health services in an effective, safe, and confidential environment. This goal was going to be accomplished by moving the Student Health Center (SHC) to a larger and functional space. The program requested a budget of \$ 200, 000 to achieve this goal.</p>	<p><input type="checkbox"/> Met                                      <input type="checkbox"/> Partially Met                                      <input checked="" type="checkbox"/> Not Met</p>	<p><input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b>  <input type="checkbox"/> 1.1    <input type="checkbox"/> 1.3  <input type="checkbox"/> 1.2    <input type="checkbox"/> 1.4  <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b>  <input type="checkbox"/> 2.1    <input type="checkbox"/> 2.4  <input type="checkbox"/> 2.2    <input type="checkbox"/> 2.5  <input type="checkbox"/> 2.3    <input type="checkbox"/> 2.6  <input checked="" type="checkbox"/> <b>3 Resources</b>  <input type="checkbox"/> 3.1    <input type="checkbox"/> 3.4  <input type="checkbox"/> 3.2    <input type="checkbox"/> 3.5  <input type="checkbox"/> 3.3  <input type="checkbox"/> <b>4 Leadership &amp; Governance</b>  <input type="checkbox"/> 4.1    <input type="checkbox"/> 4.4  <input type="checkbox"/> 4.2    <input type="checkbox"/> 4.5  <input type="checkbox"/> 4.3</p>
<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b></p>	<p>This goal has no impact on the student achievement and/or program effectiveness in 2014-2015 since it has not been met. The program could not achieve this goal due to insufficient funds. The administration approved \$20, 000 for remodeling the new location (1500 bldg.). However, the total renovation of the new SHC facility needs approximately \$200, 000. This goal must be accomplished in order to protect the safety and privacy rights of students. The current SHC location (2100 bldg.) does not comply with the legal and ethical guidelines of privacy and confidentiality. This situation can result in future legal problems and losses for the college (i.e. law suit) due to violating the student’s health rights.</p>	



3	PAST PROGRAM GOAL #3	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b>  <u>Goal:</u> Transfer paper mental health counseling records to electronic health records (EHR). This goal required a budget of \$1,500 to be accomplished.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6
<p><input checked="" type="checkbox"/> Met                                      <input type="checkbox"/> Partially Met                                      <input type="checkbox"/> Not Met</p> <p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b>          The EHR software was customized by the beginning of the fall 2013 term. This accomplishment increased the program effectiveness. It allowed the clinician (s) to spend less time documenting and managing the students' records. As a result, it increased the clinician's availability and flexibility to see students. The implementation of EHR also reduced the use of physical file supplies, paper, and copy expenses. It also reduced the physical space required by records that must be stored for 7 years. During the past year, this software has shown several glitches that do not meet the current program and provider's needs. Therefore, an alternative EHR system may be chosen in the next few months.</p>		<input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

## B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

- a. **Strengths**

**Discuss what you do well in your program/department.**

The Student Health Center is formed by experienced and cultural sensitive health providers. They do a great team work in providing student health services with care, respect, and professionalism. Our mission is to provide physical and mental health services in a timely manner to reduce students' absenteeism and retention rates. Students have shown a satisfactory response in benefiting from the SHC services, which has increased the demands for physical and mental health services. It is clearly reflected on the tremendous increase of student visits during 2013-2014. The numbers of student visits during 2012-2013 show a total of 3792. In comparison, during 2013-2014 a total of 6953 students benefited from our program services. **Please refer to the attached chart.**

- b. **Weaknesses**

**Discuss areas in your program/department that need improvement.**

The current location of the SHC (Room 2109) is a major impairment for providing more appropriate and effective health services. Many years ago, the SHC was temporary placed inside the DSPS program. In the past, the location seemed to be appropriate for the small number of students seeking for physical health services. Nowadays, this location is not appropriate to respond to the physical and mental health needs for thousands of students. The SHC has one nurse station, one small therapy room, and one small exam room. It has no reception or lobby area. Therefore, the space is not adequate to accommodate regular visits, mental health crises, and physical health emergencies without compromising students' safety and privacy rights. It also compromises the staff's safety and ability to perform duties. In addition, this situation disrupts other staff and students from the DSPS program. This situation is a serious violation of the legal and ethical guidelines for privacy and safety.

- c. **Opportunities**

**Discuss opportunities for program improvement.**

The SHC program has developed a good relationship and partnership with other health agencies in the community. There are many available opportunities to improve the quality and quantity of student health services. However, the current location and space of the SHC prevents the implementation of opportunities that can contribute to students' academic success. There are some pending projects related to health awareness, prevention, and intervention. For instance, the SHC has lost the opportunity of applying for health grants due to having inadequate space (monies cannot be used for construction). There are also opportunities to hire students or interns that can do volunteer work towards their hours for the certification/license. This can help to expand student health services without having an impact on our budget. Moreover, the increase of student access to campus health services allow students to attend to their physical and mental needs in a timely manner, which is reflected on their academic focus, motivation, and success.

**d. Challenges**

**Discuss obstacles/barriers that may influence program improvement.**

The SHC has a major challenge related to its current location, limited space, and short staff. This situation leads to barriers that influence our program improvement and the students' academic success. These obstacles are noticeable by the overflow of students inside and outside the SHC, which disrupts other students and staff. In addition, this situation compromises the safety and privacy of students. Inadequate space for providing student health services is a violation of the state's ethical and legal guidelines. The SHC has only one full-time clinical mental health counselor. Therefore, this situation reflects a long list of students waiting to receive mental health services. Those students are at risk of experiencing psychological crises and failing the semester due to emotional instability.

**e. Program changes**

**What program changes, if any, do you expect to have a positive effect on students?**

The implementation of the EHR system is having a positive change in our program. The EHR system is allowing clinician to have more availability and flexibility to provide mental health services. However, this system was shown glitches that do not meet the current needs of the program and clinician. Therefore, a new research is necessary for finding an alternative system. This way, the clinician can continue increasing the availability and flexibility to treat students. Future changes such as moving the SHC to a larger and appropriate facility and hiring a part-time clinician will increase program effectiveness and compliance. Increasing student access to appropriate health services have a positive effect on students. These students decrease absenteeism and retention due to receiving physical and mental health services in a timely manner.

**2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.**

During the past year, the SHC implemented the EHR system. This addition increased the clinician's availability and flexibility to see students. In addition, the EHR system reduced the use of physical file supplies, paper, and copy expenses. The current software worked effectively for a while, until glitches appeared. Therefore, the SHC will benefit from software that can meet the current program and clinician's expectations. The SHC hired a part-time clinician during the semester of spring 2014. The program increased its availability, flexibility, and efficiency while having two clinicians. Unfortunately, the resignation of the part-time clinician increased the number of students on the waiting list. The SHC will definitely benefit from hiring another part-time clinician. As previously mentioned, the program's goals depend on moving the SHC to an appropriate, private, and larger facility. Once the SHC is moved to the appropriate facility, it will comply with legal and ethical guidelines and it will increase the quality and quantity of student health services. Increasing the efficacy of student health services will contribute to a high impact on the student's academic success.



**C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>1</b>	<b>2015-2016 PROGRAM GOAL #1</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b> Move the Student Health Center to a new facility.		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Objective:</b> To provide student health services in an effective, safe, and confidential environment.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<b>Task(s)</b>		
<b>A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b> Present data and concerns to President’s Executive Council regarding the urgent need to move the Student Health Center to a larger and functional space. Identify funding sources to move. Initiate requests for bid to complete remodeling. Renovate 1500 to accommodate the SHC. Move the SHC to a new location.		
<input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b> Fall 2015		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>

<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify): Student Health Center	<b><u>\$180,000</u></b>						
<p><b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p> <p> <input type="checkbox"/> Facilities            <input type="checkbox"/> Marketing            <input type="checkbox"/> Technology            <input type="checkbox"/> Professional Development            <input type="checkbox"/> Staffing       </p>								
<p><b>Timeline:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Expense Type</th> <th style="width: 33%;">Funding Type</th> <th style="width: 33%;">Budget Request</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> One-Time  <input type="checkbox"/> Recurring           </td> <td> <input type="checkbox"/> General District  <input type="checkbox"/> Categorical (Specify)           </td> <td style="text-align: center;">             \$ _____           </td> </tr> </tbody> </table>			Expense Type	Funding Type	Budget Request	<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
Expense Type	Funding Type	Budget Request						
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<p><b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p> <p> <input type="checkbox"/> Facilities            <input type="checkbox"/> Marketing            <input type="checkbox"/> Technology            <input type="checkbox"/> Professional Development            <input type="checkbox"/> Staffing       </p>								
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Expense Type	Funding Type	Budget Request						
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____						
<p><b>How will this objective be measured?</b> By moving the SHC to a larger and private facility that will increase the number of students benefiting from physical and mental health services.</p>								
<p><b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b>          -Work Efficiencies: It will reduce disruptions to other programs and providers will have more privacy and work space to complete their work.</p>								

<p>-Cost Reductions: Providing students with physical and mental health issues in a timely manner reduces their absenteeism and retention rates. It also helps the program to comply with legal and ethical guidelines, which will reduce future financial losses for violating the student's privacy and safety.</p> <p>-Contributions to Student Success: Increasing the student access to campus health services allows students to attend to their physical and mental health needs, which help them focus on achieving their academic goals</p>		
<p><b>Who are the responsible party (ies) and assigned user(s)?</b> The Dean of Student Affairs and maintenance staff. Assigned users: SHC staff.</p>		
<p><b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</p>		<p><b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)</p>
<p><b>2</b></p>	<p><b>2015-2016 PROGRAM GOAL #2</b> Budget Priority #1</p>	<p><b>INSTITUTIONAL GOAL(S)</b></p>
<p><b>Identify Future Global Goal:</b> Hire a part-time clinical mental health counselor.</p>		<p><input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b>  <input type="checkbox"/> 1.1   <input type="checkbox"/> 1.3  <input type="checkbox"/> 1.2   <input type="checkbox"/> 1.4  <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b>  <input type="checkbox"/> 2.1   <input checked="" type="checkbox"/> 2.4  <input type="checkbox"/> 2.2   <input type="checkbox"/> 2.5  <input checked="" type="checkbox"/> 2.3   <input type="checkbox"/> 2.6  <input type="checkbox"/> <b>3 Resources</b>  <input type="checkbox"/> 3.1   <input type="checkbox"/> 3.4  <input type="checkbox"/> 3.2   <input type="checkbox"/> 3.5  <input type="checkbox"/> 3.3  <input type="checkbox"/> <b>4 Leadership &amp; Governance</b>  <input type="checkbox"/> 4.1   <input type="checkbox"/> 4.4  <input type="checkbox"/> 4.2   <input type="checkbox"/> 4.5  <input type="checkbox"/> 4.3</p>
<p><b>Objective:</b> To increase mental health counseling appointments available for students.</p>		
<p><b>RESOURCE PLAN</b> (Check all that apply.)</p>		
<p><input type="checkbox"/> Facilities   <input type="checkbox"/> Marketing   <input type="checkbox"/> Technology   <input type="checkbox"/> Professional Development   <input checked="" type="checkbox"/> Staffing</p>		
<p><b>Task(s)</b></p> <p><b>A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b>  Determine the number of hours for part-time clinician beyond the current full-time clinician's weekly case load and coordination duties. Hire a part-time clinician to meet the current program needs.</p> <p><input type="checkbox"/> Facilities   <input type="checkbox"/> Marketing   <input type="checkbox"/> Technology   <input type="checkbox"/> Professional Development   <input checked="" type="checkbox"/> Staffing</p>		
<p><b>Timeline:</b> Spring 2015</p>		
<p><b>Expense Type</b></p>	<p><b>Funding Type</b></p>	<p><b>Budget Request</b></p>

<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	<b><u>\$30,000</u></b>						
<p><b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p> <p> <input type="checkbox"/> Facilities            <input type="checkbox"/> Marketing            <input type="checkbox"/> Technology            <input type="checkbox"/> Professional Development            <input type="checkbox"/> Staffing       </p> <p><b>Timeline:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Expense Type</th> <th style="width: 33%;">Funding Type</th> <th style="width: 33%;">Budget Request</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> One-Time  <input type="checkbox"/> Recurring         </td> <td> <input type="checkbox"/> General District  <input type="checkbox"/> Categorical (Specify)         </td> <td style="text-align: center;">           \$ _____         </td> </tr> </tbody> </table>			Expense Type	Funding Type	Budget Request	<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
Expense Type	Funding Type	Budget Request						
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____						
<p><b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p> <p> <input type="checkbox"/> Facilities            <input type="checkbox"/> Marketing            <input type="checkbox"/> Technology            <input type="checkbox"/> Professional Development            <input type="checkbox"/> Staffing       </p> <p><b>Timeline:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Expense Type</th> <th style="width: 33%;">Funding Type</th> <th style="width: 33%;">Budget Request</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> One-Time  <input type="checkbox"/> Recurring         </td> <td> <input type="checkbox"/> General District  <input type="checkbox"/> Categorical (Specify)         </td> <td style="text-align: center;">           \$ _____         </td> </tr> </tbody> </table>			Expense Type	Funding Type	Budget Request	<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
Expense Type	Funding Type	Budget Request						
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____						
<p><b>How will this objective be measured?</b> By hiring a part-time clinician.</p>								
<p><b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> It will reduce wait times for student mental health services. In addition, it will allow clinicians to perform other activities within the campus community. These activities will increase awareness, prevention, and intervention of mental health disorders. Early intervention leads to the student's psychological stability to achieve academic goals.</p>								
<p><b>Who are the responsible party (ies) and assigned user(s)?</b> Dean of Student Affairs, full-time clinician, and HR staff.</p>								

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>3</b>	<b>2015-2016 PROGRAM GOAL #3</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b> Buy a new Electronic Health Records (EHR) system.		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Objective:</b> To allow clinician the flexibility in regards to completing clinical documentation. The clinician's notes will be easily automated, saved, and managed. This way, the clinician will spend less time documenting and use more time to treat students.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Task(s)</b>  <b>A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b> Research alternative EHR systems and purchase the one that meets current program and clinician's needs.		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b> Spring 2015		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify): Student Health Center	<b><u>\$1,800</u></b>
<b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b>		

<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>How will this objective be measured?</b> Reducing documentation and reporting data by 10 percent.</p>		
<p><b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> Clinicians will have more time to treat students who are in need of mental health services. Assisting student to stabilize their emotions and behaviors will help them focus on their academic goals.</p>		
<p><b>Who are the responsible party (ies) and assigned user(s)?</b> Dean of Student Affairs and full-time clinician. Assigned users: clinician (s).</p>		

**SHC ACTIVITY 2013-2014**  
**TOTAL: 6953 STUDENT HEALTH SERVICES**

