



Planning for Institutional Effectiveness

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NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).



Planning for Institutional Effectiveness

Introduction

UNIT	Student Health Services	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Marti Whitford	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	mwhitford@mtsac.edu	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

Recognizing that total wellness is essential to academic success, Student Health Services strives to provide optimum physical and mental health services to the college community in a confidential environment with sensitivity to cultural differences and individual needs.

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

- College Goal #1 The college will prepare students for success through the development and support of exemplary programs and services.
- College Goal #2 The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- College Goal #3 The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

- College Goal #4 The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- College Goal #5 Students entering credit programs of study will be ready for college level academic achievement.
- College Goal #6 The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

- College Goal #7 The college will secure funding that supports exemplary programs and services.
- College Goal #8 The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
- College Goal #9 The college will provide opportunities for increased diversity and equity for all across campus.
- College Goal #10 The college will encourage and support participation in professional development to strengthen programs and services.
- College Goal #11 The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
- College Goal #12 The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

- College Goal #13 The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- College Goal #14 The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

SectionOne

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Student Health Services

Identify up to ten (10) over arching goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
SHS Electronic Medical Rec ⁺	SS-4 Complete the purchase and implementation of Electronic Medical Records (EMR) this year.	C: Secure Resources
SHS Student Peer Health Ec ⁺	SS-1/Student Equity -Continue to develop and incorporate student peer health educators into current student health education and outreach programs. -Continue updating and presenting prevention education outreach to students and staff.	A: Academic Excellence
SHS Satellite Center	SS-8 Prepare for the opening of the Satellite Center.	C: Secure Resources
SHS Staff education	SS-5 All SHS staff will attend yearly pertinent staff development and training.	C: Secure Resources
SHS Collaboration with Los ⁺	SS-7 SHS will continue to collaborate with L.A. Health Agencies and Covered California to ensure access for students to medical care and insurance.	D: Cooperation/Collaboration
SHS Emergency Preparedne ⁺	SS-8 SHS will continue in the participation of Campus Emergency Preparedness.	C: Secure Resources

II. Notable Achievements for: Student Health Services

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	SHS investigated EMR softwares, selected the MediCat software program, secured the funding for its purchase, and is currently in the process of purchasing and implementing the program.	Unit: SHS Electronic Medical Recor C. Secure Resources

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	The Student Health Satellite construction will be completed by February 2016, and the SHS staff is preparing and planning for the expansion. This includes implementation of EMR, staffing logistics, ordering medical supplies, developing schedules, hiring a second full-time Mental Health Counselor and an Assistant Director, Student Health Services.	Unit: SHS Satellite Center C. Secure Resources
High	<p>SHS, utilizing the 2013 Violence Against Women regulations, developed and distributed over 20,000 Sexual Violence cards and "Consent: Get Some" cards.</p> <p>SHS has currently trained three student peer health educators to develop and participate in Violence Against Women presentations, including developing power point presentations.</p> <p>- In Spring Semester 2015, the student peer health educators developed a pledge "Consent: Get it" program and presented the program across campus to students. They collected over 200 consent pledges from students; this program will be continued in Fall Semester.</p> <p>SHS presented 26 workshops/events during the 2014-15 school year, with 5,522 students in attendance:</p> <ul style="list-style-type: none"> - 11 events on sexual violence, including two presentations by Project Sister and one presentation by House of Ruth - 6 events addressing mental health and relationship issues - 4 events related to drug and alcohol use - 1 health fair - 4 classroom presentations that discussed clinic services, sexual violence, and community resources. <p>SHS gave four educational programs to Mt. SAC employees which included:</p> <ul style="list-style-type: none"> -first aid -What is Ebola? -Infection control precautions -sexual violence <p>SHS redesigned the bi-annual health newsletter to a monthly current subject or events health newsletter.</p>	Unit: SHS Student Peer Health Educ A. Academic Excellence
Med	All licensed SHS professionals completed and were certified in the Columbia-Suicide Severity Rating Scale (C-SSRS). The C-SSRS scale is now utilized in the assessment of all students with suicidal ideation. This ensures students with suicidal ideation are evaluated in a consistent, verified, and documented method by all licensed professionals. Clerk Specialists attended Motivational Intervention training to improve communication skills and customer service.	Unit: SHS Staff education C. Secure Resources
Med	<p>During the 2014-15 year, SHS has collaborated with East Valley Community Health Center and Covered California offering weekly sessions of insurance application assistance. Data collected from MedPro on students seen in the Health Center demonstrates a 52% increase in students with Medi-Cal coverage since 2013-14 with a corresponding decrease from 44% to 31% in the uninsured.</p> <p>SHS continues to collaborative with these organizations to enroll uninsured students into MediCal and provide weekly free rapid HIV testing.</p>	Unit: SHS Collaboration with Los Ar D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	SHS completed the reorganization of all the emergency medical supplies into three sheds that are strategically located in the campus emergency zones. Emergency medical supplies have been evaluated, and new supplies purchased with the recommendations from the collaboration with members of the Health & Safety Committee.	Unit: SHS Emergency Preparedness
		C. Secure Resources

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

[Link to Data Sources and Support Options](#)

Year	<i>Add item</i>	External Conditions, Trends, or Impacts	Data Sources
2014-15		The new federal regulations, 2013 Violence Against Women Act (VAWA), changed SHS outreach literature and education. SHS staff attended trainings and collaborated with outside agencies and internal departments to update Board Policies, the health education literature, and outreach presentations to align with the new regulations.	2013 Violence Against Women Act
Year	<i>Add item</i>	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		<p>The implementation of the Electronic Medical Record (EMR) software will change the job description for the front desk staff. Currently, the front desk staff assist the students in completing their paper medical records, make appointments, and maintain medical records. With the implementation of EMR, the students will complete their medical information either on-line or at the kiosk in the clinic waiting room. They will be able to make most of their appointments on-line, and there will be no more paper medical charts to maintain. This implementation will decrease the need for the current front desk staff job description.</p> <p>2014-15, SHS completed 13,210 clinic visits, including 2,166 clinician visits with current SHS staff. Expansion to the slated satellite clinic will exceed the current clinic staff visit capacity. Recommend needed resources: Assistant Director / Nurse Practitioner.</p> <p>The impact of the VAWA prevention awareness program with student learning outcomes (SLO) will increase the need of the Student Services Project Specialist to 75% from 47.5%.</p>	Koff Study
Year	<i>Add item</i>	Success Data	Data Sources
2014-15		<p>2014-15 SHS completed 13,210 clinic visits, of which included: (13090 in 2013-14)</p> <ul style="list-style-type: none"> -9,489 were nurse visits, -2,166 were clinician visits, -88 visits of students in crisis -538 Mental health visits, down from 635 in 2013-14 due to loss of Mental Health Counselors -SHS responded to 78 emergency calls on campus. 	MedPro Data
Year	<i>Add item</i>	Critical Decisions	Data Sources
2014-15		The job classification of Medical Assistant allows the staff to work the front desk and back office. SHS currently has one Medical Assistant in this position. With this position, the Medical Assistant can assist the students with check-in and also complete the back office duties of vital signs, placement of the student in exam rooms, assisting the provider, drawing blood, and creating lab requisitions. My recommendation is to promote or re-classify the job description of one of the front desk staff from Clerical Specialist to Medical Assistant.	Koff Study
Year	<i>Add item</i>	Progress on Outcomes Assessment	Data Sources
2015-16 Cont'd.		SHS data demonstrates a 52% increase in students with MediCal since 2013-14. In 2013-14, SHS started a collaboration with East Valley Community Health Center and Covered California to enroll students in health insurance.	MedPro Data

2014-15	Students presenting with depressive symptoms and requesting mental health counseling were screened with the Patient Health Questionnaire-9 (PHQ-9). Six students, who completed the pre- and post- PHQ-9 demonstrated marked improvement in moods and decreased suicidal thoughts by the fourth session. Recommendations are to complete the post questionnaire at the third session. This will increase the number of students evaluated with the post questionnaire and increase the number of students followed-up.	PHQ-9 Data
2014-15	Students with positive TB test reactions received post-positive TB education, resulting in the ability to verbalize understanding of results and the importance of further diagnostics. All students with positive TB testing understood the importance of having the chest x-ray taken, and furthermore, 100% of the students completed their chest x-rays within two weeks.	Nurse follow-up log
2014-15	To improve medical outcomes of injured students, all injured students were given RN-provided education and interventions. The students were subsequently contacted to ascertain their current conditions and to ascertain if they pursued follow-up care, -55% of the students verbalized understanding of their aftercare teaching and pursued follow-up care -16% of the students verbalized understanding of the aftercare instructions, but did not access further care because they felt improved and did not require further intervention -29% of the students were unable to be contacted This program will continue with outcomes being monitored.	Nurse follow-up log
2014-15	Students attending Health Center educational workshops will demonstrate an understanding of healthy lifestyle practices. Students will show a positive response to changing behavior based on education learned when completing their post-questionnaire. In the educational workshop, "Relationship Status: Dating, Hooking-Up, and Everything In-Between," the students were surveyed via pre- and post-tests to determine if they understood the information and were planning a behavior change. Twenty-four students completed the pre and post questionnaire: -96% knew what an unhealthy relationship involves in the pre-questionnaire. Post questionnaire showed 100% students knew what an unhealthy relationship involved. -92% of students agreed "a person cannot legally give consent when intoxicated" in the pre-questionnaire. Post questionnaire, 100% of students agreed with the statement. -92% planned on making some lifestyle changes as a result of the education	Health Education Excel Spread Sheet
2014-15	Students attending Health Center educational workshops will demonstrate an understanding of healthy lifestyle practices. Students will show a positive response to changing behavior based on education learned when completing their post-questionnaire. In the educational workshop "Unzipped- The real deal on STDS", 39 students completed the pre-and post questionnaire -8% of students responded correctly to the question "1-2 people will get a STD by the age of 25" in the pre-test. Post questionnaire, 100% of student knew the current statistics. -67% of students plan on making some lifestyle changes as a result of the education	Health Education Excel Spread Sheets

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Conversion to Electronic Medical Records	\$ 23,000.00 resource allocation	MediCat Software is the Electronic Medical Records (EMR) Program. Contracts are being reviewed, and the software will be purchased by the beginning of 2015 Fall Semester. The conversion from paper medical records to EMR is planned to be completed by January 2016.	Unit: SHS Electronic Medical R
	Plan Status	2015-16 Complete		Source 2
Low	Learning Center Tutors TB Testing	\$ 3,000.00 immediate needs	Due to a recommendation from the L.A. Department of Public Health, the Learning Center tutors were requested to provide current TB clearance . To date, 134 tutors completed TB testing and were cleared, at a cost of \$1,340. This fund will remain open to screen newly-hired Learning Center tutors.	Unit: SHS Collaboration with L
	Plan Status	Select		Source 2

Section Two

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: Student Health Services

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
SHS Student Peer Health Ed ⁺	SS-4 Complete the purchase and implementation of Electronic Medical Records (EMR) this year.	C: Secure Resources
SHS Satellite Center	SS-1/Student Equity -Continue to develop and incorporate student peer health educators into current student health education and outreach programs. -Continue updating and presenting prevention education outreach to students and staff.	C: Secure Resources
SHS Staff education	SS-8 Prepare for the opening of the Satellite Health Center.	C: Secure Resources
SHS Collaboration with Los ⁺	SS-5 All SHS staff will attend yearly pertinent staff development and training.	D: Cooperation/Collaboration
SHS Collaboration with Los ⁺	SS-7 SHS will continue to collaborate with L.A. Health Agencies and Covered California to ensure access for students to medical care and insurance.	C: Secure Resources
SHS Student Preventive Ed ⁺	SS-8 SHS will continue in the participation of Campus Emergency Preparedness.	A: Academic Excellence

II. Annual Implementation Plan for: Student Health Services

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
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Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme	
High	Hire Assistant Director, Student Health Services, who will be a concurrent provider as a Nurse Practitioner		\$ 105,300.00 Resource Allocator	The Nurse Practitioner position will expand access to patient health visits by 2,000.	Unit: SHS Satellite Center	
New	Projected Completion	2015-16	Source 2		Person Responsible	M. Whitford
High	The reclassification of one Clerical Specialist to one FTE Medical Assistant		\$ 52,266.00 Student Health Fees	The reclassification of this position will increase coverage at the satellite clinic to 40 hours per week, 10:30am to 7:00pm.	Unit: SHS Satellite Center	
Status	Projected Completion	Select	Source 2		Person Responsible	M. Whitford
Med	Replace current refrigerator to a vaccine compliant system.		\$ 2,500.00 Student Health Fees	New refrigerator will meet L.A. County vaccine storage requirements to monitor internal temperatures and to accommodate the larger volumes of prepackaged vaccines and laboratory supplies.	Unit: SHS Satellite Center	
Status	Projected Completion	2015-16	Source 2		Person Responsible	M. Whitford

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

Section Three

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Continue POD trainings for completion of the PIE

What suggestions do you have for improving the planning process for your Unit?

Enter your suggestions for improvement here.

Enter your name as contributing to and approving of this Unit PIE Plan below. Add rows (+) as needed.

Contributer		Contributer	
MWhitford	<input checked="" type="checkbox"/> Approve	Livier Martinez	<input checked="" type="checkbox"/> Approve
JoAnne Bermejo	<input checked="" type="checkbox"/> Approve	Jose Pena	<input checked="" type="checkbox"/> Approve
Lisa Garcia	<input checked="" type="checkbox"/> Approve	leticia Bencomo	<input checked="" type="checkbox"/> Approve
Shirley Wong	<input checked="" type="checkbox"/> Approve	<i>Add your name as contributing to this Unit PIE and check that you approve</i>	<input type="checkbox"/> Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu