MISSION

The mission of the Health Office is to promote healthy and safe behaviors and lifestyle choices for students, staff, and faculty while recognizing and respecting individuality and diversity.

PROGRAM GOALS

The Health Office intends to promote health and wellness through outreach and educational activities which center on making healthy lifestyle choices and understanding how to live a balanced life.

This past year particular attention was on working in two major areas that impact our operations considerably. The first was in the area of assessing student, staff and faculty participation and education in our activities/programming. The second area was one that we could assess our invaluable student assistants who support our office operations and activities throughout the year. Because the office does not have full-time clerical or program assistants, the office mainly relies on our students assistants to provide support not only our office operations but our education programming and activities as well. Much of their training is provided by the nurse and the goal is to provide them with learning and leadership opportunities that they can apply to in any position or circumstance after they leave HCC.

LEARNING OUTCOMES

In respect to the Health Office providing varied educational opportunities, the Health Office’s Learning Outcomes for our students, staff and faculty are:

1. As a result of participating in the Health Office’s educational efforts, students, staff and faculty, will be able to identify appropriate healthy and safe actions/behaviors that contribute to supporting their educational experience and goals in life.

2. * -- we concentrated significantly on the efforts on this outcome
   As a result in participating in the Health Office’s educational efforts, students, staff and faculty will be able to participate (directly and indirectly) in activities that support and build stronger, healthier communities.

3. As a result of participating in the Health Office’s educational efforts, students, staff and faculty will be able to articulate the appropriate steps to take before, during and after a medical
emergency at HonCC and synthesize and apply these concepts of prevention and preparedness to better plan and protect themselves and their families for future emergencies.

In relation to the Health Office cultivating a learning and leadership environment for our student assistants, these are the Health Office’s Student Assistant Learning Outcomes:

1. As a result of participating in the training and performing the duties of a Health Office student assistant, the student will be able to apply learned skills in order to independently and successfully complete a major project on time.

2. * -- will concentrate efforts on this outcome
   As a result of the Health Office’s educational efforts in training their student assistants, the Health Office student assistant staff will be able to apply skills learned to collaboratively work as a team to successfully plan, execute and debrief a campus-wide activity.

3. As a result of the Health Office’s educational efforts in training their student assistants, the Health Office student assistant will be able to demonstrate persistence and progress towards mastery and utilize Microsoft Excel, Microsoft Word, UH Laulima, and UH Google email in office operations.

Although we concentrated and will be reporting on just two of these outcomes, we actually worked in-depth with all three of the student assistant learning outcomes listed above.

SERVICE OUTCOMES

Unlike other departments in Student Services who primarily provide services to students, the Health Office additionally supports our faculty, staff, and administrators. The Health Office did not formally adopt any particular service area outcomes to work directly on this year. Instead, our student assistants continued to make additional improvements to our first aid kit refill process and procedures which was our last major service area outcome project and have continued to make it a priority to refill items within 1-2 business days of receiving checklist from caretaker. Improvements made to help first aid kit caretakers more efficiently check and order refills included the following:

- Form-fillable first aid refill checklist forms
- A photo gallery equivalent products of first aid kit refill items were posted to our website (see sample: http://www2.honolulu.hawaii.edu/?q=node/95

In addition, service area type outcomes such those of a customer service-type component such as expectations in adhering to timely of response to calls/messages/requests, effective communication, etc. were instead integrated into our student assistant learning outcomes as seen in the independent work rubric.

POINTS OF PRIDE

- The Health Office continues to be actively involved in health and safety efforts on campus which have comprised of participating in monthly Health & Safety Executive Committee meetings in reviewing concerns or campus walkthroughs, various aspects of emergency planning including
fire and evacuation drills, and ongoing training of campus employees in CPR and first aid to increase number of those trained especially in our high-risk areas.

- The Health Office made significant improvements in recruiting and filling blood drive schedules were filled much sooner than in the past. This can be attributed to the student assistants’ proactively learning the new Blood Bank’s online scheduling system, being challenged and focused by this assessment project to measure not only their individual/team skills but also integrating their ability to educate those they needed to recruit. Because of their dedication, perseverance, and customer service, the student assistants were particularly impressed when previous donors called or came to make appointments at subsequent blood drives. These actions directly indicated that this community involvement opportunity was a worthwhile activity to assess.

- Because the Health Office believes that students are not always needing information during business hours or while on campus, the Health Office made a concerted effort to update our website quarterly to make sure that all the links and referrals were valid. In addition, additions like form-fillable first aid kit checklists and photos of varied packaging of each first aid kit product was placed online to help acquaint first aid kit caretakers and others of such items.

- The Health Office strives to provide timely and appropriate inquiries with turnaround times of 1-2 business days or sooner for first aid kit refills or other general questions. Our student assistants are exposed to situations that go beyond the typical office job. In an emergency where the nurse is unable to respond, they are trained on contacting Security and 911 and have successfully shown proficiency in CPR and first aid.

<table>
<thead>
<tr>
<th>ASSESSMENT ACTIVITIES 2013</th>
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<tr>
<td><strong>Learning / Service Outcome 1</strong></td>
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As a result in participating in the Health Office’s educational efforts, students, staff and faculty will be able to participate (directly and indirectly) in activities that support and build stronger, healthier communities.

The Health Office chose to assess our blood drive efforts because of the University of Hawaii’s partnership with the Blood Bank of Hawaii, our local non-profit that provides lifesaving blood products to hospitals statewide. The University of Hawaii System is a partner, as many other local businesses are, in supporting the Blood Bank’s community blood donor program to ensure blood is always available in an emergency. The Health Office coordinates the hosting of the blood drives on the HCC campus and worked in partnership with PTK who assisted with recruiting as a service project. In 2010, to more effectively manage appointments in meeting blood unit goals, the Health Office resumed responsibility in recruiting. Recruiting blood donors is not an easy feat and comes with many challenges of being told “no”. This was an uphill battle to educate and obtain their personal information to sign them up.

The student assistants had to work together to achieve a successful outcome.

Does your outcome link to one of the college’s Institutional Learning Outcomes? _X_ Yes ___ No

If Yes, which one (check all that apply):

X_ Critical Thinking  __X__ Quantitative Reasoning
X_ Information Literacy  ___ Career Preparation
X_ Effective Communication  _X_ Community Awareness and Social Responsibility
Methods and Measures
- Debriefing Meeting Notes
- Blood Drive Evaluations that were passed out to participants when blood donors checked in. Donors were asked to complete and return it before leaving the drive. Although key questions stayed the same, we did make add and adjust questions to target areas that we found would be interesting to investigate more.

Findings

Over 130 evaluations were received back over the course for the 6 blood drives that our office hosted.

As result of the increased effort to educate blood donors of the need for a steady supply of blood, etc. many of the respondents identified the following most common facts: were as follows:
- 1 pint of blood helps saves 3 lives (51/58)
- Blood donation is safe (44/58)
- You can safely donate blood every 8 weeks (41/58)

Blood donors identified that most of them learned something from the experience and that they would make lifestyle changes as a result of this experience. On the whole, they were happy to do community service (43/58) and service learning. In order to also very happy to know that many of those who were able to donate had a very positive (good to excellent) experience (95/130) and did not find that any one area in particular was in need of improvement. Most of their experiences with the Blood Bank staff were rated excellent to good (86/93).

50 out of 58 blood donors indicated that they would donate blood again which indicates that they had a positive experience. This seems to be most telling in that they acknowledge the importance of donating blood and that they are committed to doing this in the future. Should additional facts be emphasized in subsequent blood drives, it This can only mean that they would learn more each and every time they donate blood, reinforcing the fact that they are saving lives by doing so.

Decisions / Recommendations

Key items that we listed in the newer evaluations allowed the participants to indicate where the Health Office could emphasize more to donors which in some cases caused them to be deferred. These were centered in the areas of (listed highest to lowest – listed # / out of total 58):
- Iron-rich foods to eat (26/58)
- Drinking more fluids before donating (25/58)
- Getting enough rest (12/58)
- Waiting period for new tattoos and piercings (9/58)
- Bringing my valid official ID (9/58)
- Bringing list of medicines/countries travelled (3/58)
Thus, although the student assistants where enthusiastic and resourceful in recruiting participants in our semesterly blood drives, we could have done better with emphasizing the above information to lower our deferral rate and consequently likely would have even had more people donating per drive.

Debriefing was noted by student assistants after each drive to be a necessary tool to review what was done, what could be improved, and strategies to employ the next time. As a result from debriefing new literature was developed to better identify the above needs and would be distributed upon a person signing up.

Learning / Service Outcome 2

As a result of the Health Office’s educational efforts in training their student assistants, the Health Office student assistant staff will be able to apply skills learned to collaboratively work as a team to successfully plan, execute and debrief a campus-wide activity.

The Health Office chose to do this particular outcome because of the important role that the student assistants play in taking on increasingly more complex work and projects during their employment in the Health Office. Each student assistant’s talents and strengths are nurtured from the start and they must independently work at basic office skills (phone answering, greeting and receiving visitors, typing, filing, use of computer programs, etc. to be able to complete work, etc.).

Although our other learning outcome project was dependent on customer service and recruiting which is very different in that we wholly are at will at the outcome of variables that are very subjective, this project was the most fulfilling for the students and for the nurse because the student assistants could directly track and correlate their actions to see concretely the process of seeing themselves grow.

This project very comprehensive because of the many facets involved in preparing them to be independent, a supportive and effective team member and team leader. It required the Nurse to internalize and decide on takeaways for the students that they could learn and use and break-up into chunks, parts of which could be used for independent work as well as collaborative execution of an activity. Although already there was an HCC Activity Proposal Sheet that the nurse had originally designed for another campus committee to use, this document was tailored for the office in mind. In addition, much effort was placed on designing a Workshop/Activity Checklist which more specifically defined what was expected in the planning process. Finally, performance rubrics for working independently and one for working as a team were developed for self-assessment by the student assistant, by peer student assistants, and lastly, by the supervisor (Nurse).

The student assistants collectively had to work together to achieve a successful outcome.

Does your outcome link to one of the college’s Institutional Learning Outcomes?  _X_ Yes ___ No
If Yes, which one (check all that apply):

__X__ Critical Thinking  __X__ Quantitative Reasoning
__X__ Information Literacy  __X__ Career Preparation
__X__ Effective Communication  _X__ Community Awareness and Social Responsibility
Honolulu Community College  
Student Service Division

### Methods and Measures

Student assistants were expected to use the HCC Proposal Sheet and Workshop/Activity checklist to stay focused on what had to get done in order to execute the activity.

Rubrics were developed in assessing both the student assistant’s independent work as well as collaborative work in executing an activity or project. An estimated gauge of where a student’s skillsets might be as a new employee with or without experience moving forward with increasing complexity and critical thinking was integrated in creating the rubric.

Comparison charts for major activities that the Health Office hosted or played a major role in were created to track changes to elements of an activity, participation, cost, etc. with notations specific that may have impacted results or attendance. These activities included Blood Drives, Great Aloha Run, Flu Shot Clinics.

Student assistants prepared personal statements that addressed their strengths, weaknesses, how the office/supervisor could improve or change to assist them in achieving skills needed, and any advice that would be helpful to a new student assistant employee starting off in the Health Office.

### Findings

Because the student assistants in the Health Office have worked in the office for about two (2) plus years, they have already established and figured out the strengths and weaknesses of their peers in the office. They were more apt to pick-up the slack when illnesses and emergencies occurred in order to recruit and solicit donors or participants for other activities that we held.

Overwhelmingly, they all performed on average at the “good” level as they were seasoned and knew somewhat of the process since they would be accustomed to helping the Nurse with various aspects, but were given more independence especially with the Blood Drive because they had to totally plan all aspects from recruiting to publicizing to donating to post-donation with the evaluations.

Surprisingly, although being placed in a stressful position of being in charge of an activity and in some cases “forced out of their comfort zone or element”, the challenge was in part very fulfilling and there was much more introspection on their parts to utilize more of the skills they acquired to make an event happen.

Upon debriefing, it was noted by the two remaining student assistants that they were both more inclined to be less likely to want to work in a team/collaborative environment; they now after completion of these experiences, feel more confident and comfortable and are in the range of "between 7-9 out of 0-10 scale".

One student in particular left our job in Fall 2014 for a short period of time and when asked what the takeaways from this job were in his HCC part-time Security job and his other subsequent temporary State job as campus security assistant at a middle school in Honolulu, he said that the collaborative experiences helped him to mediate and accept the individualism/gifts/talents of an individual and help him to be a better team member. Both shared that being pushed to excel forced them to make improvements and perfect to their already acquired skills such as office skills, technical computer use,
time and personal growth, better task and time management skills, being more open to communicating more openly with peers.” Working in the capacity as often interacting and working side-by-side with other campus staff, faculty and administrators, he claims that it was much easier due to the exposure they receive through the kind of work we do in the office that made him more confident and at ease with working with others on campus.

The challenges included not always working on the same shift caused added communication and stress regarding status of the portions others were responsible for. They recalled and cited “lost documents” that could not be retrieved causing double work, however, midway through this they worked at addressing the few weaknesses through using Laulima to capture essential information and documentation of time in and out, status of project, and this eliminated the cause for concern that often zaps a committee on the unfair workload issues would be.

It was very apparent looking at their completed rubrics that measured work independently and collaboratively, you could see the progression from a lower score from when they first started to May 2014 when they are very close if not at the highest end of the spectrum. Impacts after the 2nd semester of trying to adjust to work while balancing school, work, and family/friends brought many challenges but these experiences are noted to have been very worthwhile lessons that have brought more positive good to their personal lives and also to their work ethic and quality of their work.

At the beginning they did not like being forced to talk to strangers to recruit for the blood drive or to work with facilities, Security, and other departments, but the experience over the course of the last year or two has been noted by both to be very rewarding and worthwhile. They both felt that now, they will not adversely look negatively towards change, but are more likely to take on and try new things and take more initiative.

The personal statements made by students only affirms that when students were “pushed more” they performed and were more apt to become more comfortable in taking initiative and risks that they otherwise wouldn’t do or try. To review all the completed rubrics and visually see progress on paper and in how they handle themselves at this point has convinced me that the investment of time and effort was very worthwhile.

Our student assistants thoroughly enjoyed and were challenged by the collaboration project which we hope to continue despite the fact that we will lose at least two of our students this coming semester. Thus, long term performance in looking at longitudinal growth will not be there but the strength of the project brought them to realize their strengths and weaknesses and reliance on one another to work on Blood Drive and other events. Collaboration is key, even more so if we have new student assistants who have to learn the basics and have to learn to work with one another.

Decisions / Recommendations

As a result of going through this process, in the de-briefing process, the students suggested that a rubric-style checklist grid be created to address “project management” as they felt they had a challenging time keeping everything straight with all that had to get done to put on an activity. A copy of this “draft” is included in the supporting documents.
Clearly, pushing the students earlier on in their employment and having them gain heavily in acquiring basic clerical, customer service, computer, fiscal and exposure in working with increasingly challenging assignments needs to be concentrated in the first semester of work in order for subsequent semesters earmarked for more team work and leadership opportunities so that they can refine and become more proficient and comfortable with taking lead roles in projects.

Review the estimated scoring and make adjustments as necessary to better reflect what is practical and achievable in the appropriate semesters.

**PLANS FOR THE COMING YEAR (2014-2015)**

The Health Office is very pleased and proud at how the student assistants were able to play such a large role in the success in one of our major activities during the semester, the Blood Bank of Hawai’i’s blood drives. We will continue to work at making improvements in:

- Disseminating appropriate information to potential donors to minimize the chance for deferrals.
- In addition, although we had some great information from our evaluation that will help us in;
- How we can best recruit and publicize this event;
- Tabulating and drawing inferences from not having a better instrument; and
- Seeking help from I.R. to help us assess, review, and edit our current evaluation to better establish information and method to capture it.

**SUPPORTING DOCUMENTS & OTHER DATA**

The following supporting data and documents were used specifically for the two learning outcomes and are listed below.

Educational Efforts that Support and Build Stronger, Healthier Communities:

- The University of Hawaii System Lifesaver Contributions (received in 2009)
- HCC Debriefing Notes (last updated June 2014)
- Blood Drive Evaluations (different versions of original and updates from January 2013 thru March 2014)
- Blood Drive 2013-2014 Evaluation Summary for above evaluation forms (compiled March 2014)

Collaborative work integrating Independent, Team and Project Management:

- The University of Hawaii System Lifesaver Contributions (received in 2009)
HCC Debriefing Notes (last updated June 2014)
Blood Drive Evaluations (different versions of original and updates from January 2013 thru March 2014)
Blood Drive 2013-2014 Evaluation Summary for above evaluation forms (compiled March 2014)
HCC Health Office Workshop/Activity Proposal Sheet (last updated October 2013)
HCC Workshop/Activity Checklist (last updated October 2013)
Comparison Sheet of Rubric Summary for Assessing Independent Work Performance & Team Member Performance (last updated June 2014)
Rubric for Assessing Performance to Work Independently (last updated October 2013)
Rubric for Assessing Team Member Performance (last updated October 2013)
Rubric Checklist for Assessing Performance to Project/Activity Management DRAFT (last updated June 2014)
Summary Sheet for Assessing Student Assistants’ Performance to Work Independently and in a Team (last updated July 2014)
Summary Sheets for Great Aloha Run (last updated June 2014)
Summary Sheet for Flu Shot Clinics (last updated June 2014)
Laulima HON Health Office Examples: In-Progress Projects and Daily-to-Do Updates
HCC Health Office Webpage Screenshot of First Aid Kit Refill Information
Personal Statements by Student Assistants (dated June 2014)