

# Student Health Services

## SEA Project Annual Goals Cover Sheet



**Over-arching issues we are trying address:** Mental health for at-risk students: preventing service discontinuation

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input type="checkbox"/> LatinX <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Hawaiian/Pac Is. <input type="checkbox"/> _____	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> New Students <input type="checkbox"/> First Gen <input type="checkbox"/> DSPS <input type="checkbox"/> LGBT <input type="checkbox"/> Veterans <input checked="" type="checkbox"/> Other At-risk mental health__	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Adult ED/ESL	<input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Retention <input type="checkbox"/> xfer ENGL in 1 Year <input type="checkbox"/> xfer Math in 1 Year <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Other: <b>Obtain reatmnt</b>	<input checked="" type="checkbox"/> Matriculation <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Attain Living Wage <input type="checkbox"/> Outreach	Number of Students Served <u>137</u>  SEA Funding Amount \$ <u>47,500</u>  SEA Accounts for _____% of Program

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>	What are you specifically doing? <i>Check all that apply.</i>	Areas where you expect to see change. <i>Check all that apply.</i> ( <a href="#">Credit to Learning Reconsidered 2</a> )	The impact you expect to have. <i>Check all that apply.</i>
<p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Personnel</b> (working directly on project)</p> <p><input type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Manager  <input checked="" type="checkbox"/> Classified Staff  <input type="checkbox"/> Student Employees (peers)  <input checked="" type="checkbox"/> STNC</p> <p><b>Materials</b></p> <p><input checked="" type="checkbox"/> Supplies  <input type="checkbox"/> Printing/Graphics  <input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p><b>Services</b></p> <p><input type="checkbox"/> Travel, Workshops  <input type="checkbox"/> Equipment Leases/services  <input type="checkbox"/> External services/contracts</p> <p><b>Equipment/Capital Outlay</b></p> <p><input type="checkbox"/> Furniture  <input type="checkbox"/> Technology equipment/software  <input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p><b>Direct Student Support</b></p> <p><input type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)  <input type="checkbox"/> Childcare  <input type="checkbox"/> Awards (given for an award received)</p>	<p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Direct Work with Students</b></p> <p><input checked="" type="checkbox"/> 1:1 work with students  <input type="checkbox"/> Work with groups of students  <input type="checkbox"/> Work with students prior to college entry</p> <p><b>Support Activities</b></p> <p><input type="checkbox"/> Financial or material assistance (\$, books, etc.)  <input type="checkbox"/> Academic support or preparation  <input checked="" type="checkbox"/> Life, career or other skill building  <input type="checkbox"/> Matriculation step support</p> <p><b>Educational Activities</b></p> <p><input type="checkbox"/> Educational programs or workshops  <input type="checkbox"/> Educational planning  <input type="checkbox"/> Curriculum development</p> <p><b>Practitioner-focused Activities</b></p> <p><input type="checkbox"/> Professional/staff development  <input type="checkbox"/> Research</p> <p><b>Other</b></p> <p><input type="checkbox"/> Technology tools or software  <input type="checkbox"/> Marketing, Publicity, PR  <input type="checkbox"/> Referral/Utilization of services</p> <p><b>Other</b></p> <p><input type="checkbox"/> _____</p>	<p><b>Cognitive Complexity</b></p> <p><input checked="" type="checkbox"/> Critical thinking  <input checked="" type="checkbox"/> Reflective thinking  <input checked="" type="checkbox"/> Effective reasoning  <input checked="" type="checkbox"/> Intellectual flexibility  <input checked="" type="checkbox"/> Emotional/cognitive integration  <input checked="" type="checkbox"/> Identity/cognitive integration</p> <p><b>Knowledge</b></p> <p><input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)  <input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, &amp; experiences (integration)  <input checked="" type="checkbox"/> Relate knowledge to daily life (application)  <input type="checkbox"/> Career decidedness  <input type="checkbox"/> Technological competence</p> <p><b>Humanitarianism</b></p> <p><input checked="" type="checkbox"/> Understanding and appreciation of human difference  <input type="checkbox"/> Cultural competency  <input checked="" type="checkbox"/> Social responsibility</p> <p><b>Civic Engagement</b></p> <p><input type="checkbox"/> Sense of civic responsibility  <input type="checkbox"/> Commitment to public life through communities of practice  <input type="checkbox"/> Engage in principled dissent  <input checked="" type="checkbox"/> Effective in leadership</p> <p><b>Inter/Intrapersonal Competence</b></p> <p><input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding  <input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting  <input checked="" type="checkbox"/> Meaningful relationships  <input checked="" type="checkbox"/> Interdependence  <input checked="" type="checkbox"/> Collaboration  <input checked="" type="checkbox"/> Ability to work with people different from self</p> <p><b>Practical Competence</b></p> <p><input checked="" type="checkbox"/> Effective communication; capacity to manage one's personal affairs  <input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence  <input checked="" type="checkbox"/> Maintain personal health and wellness  <input checked="" type="checkbox"/> Prioritize leisure pursuits  <input checked="" type="checkbox"/> Living a purposeful and satisfying life  <input checked="" type="checkbox"/> Media, Technology or Information literacy</p> <p><b>Persistence &amp; Academic Achievement</b></p> <p><input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success  <input checked="" type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> <b>Other:</b> _____</p>	<p><b>INVITED &amp; WELCOMED</b> <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students feel a sense of belonging &amp; a part of the SRJC Community.  <input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs.  <input type="checkbox"/> Students' skills, talents, abilities &amp; experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p><b>GUIDED &amp; SUPPORTED</b> <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.  <input checked="" type="checkbox"/> Students have a goal and know how to achieve it.  <input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p><b>ENGAGED &amp; EMPOWERED</b> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> Students actively contribute to the college community.  <input checked="" type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute.  <input checked="" type="checkbox"/> Students actively participate in class and extracurricular activities.  <input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.</p>

# SEA Funded Project Report Form 2019/20

Project Name	Category	Contact	Students Served	Student Enrollment	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
<b>Student Health Services: At Risk</b>	Student Support & Services	Bert Epstein	137	231	~3	\$47,500	%

Please type in your responses to the below questions within the space provided.

***Summarize your projects' overall goals and/or intentions for students.***

The overall Student Health Services objective was to assist students with medical, social, psychological and academic risk to identify ways of improving likelihood of success to complete their academic and personal goals for the semester. This program casts a broad net and includes students at risk.

***Please describe the specific activities supported by SEA funds.***

Students presenting at student health for services completed an electronic self-check in screening to identify any risk factors for conditions that would negatively impact their success in the semester. The screening included thoughts of suicide, safety concerns where they live, risk of failing one or more classes, and identification of students with clinical conditions that would limit school performance.

With permission and inclusion of the student, the clinical or student psychological service provider would tag the chart electronically for case management follow up. The follow up contact could be accomplished through text, secure email, follow up phone call or direct meeting.

The data from the records with intense risk include 121 with clinical risk, 57 with substantial suicidal thinking, 36 with academic concerns, 11 with safety concerns, and 6 with suicidal intent.

***Share any highlights or achievements your group had during the year – refer to the following data if applicable.***

Student Health Services continues to serve those students at risk who are disproportionately impacted, and for almost all categories, at higher percentages than in the district. This is particularly so for low-income, DSPS, foster-youth, and African-American students. In these cases, this program saw these students at rates 62-400% higher than in the district.

These students who experienced extreme mental health challenges were able to stay within 5-10% on course completion and retention, and they persisted (reenrolling from FA19 to SP20 and FA20) at a much higher rate than students district wide.

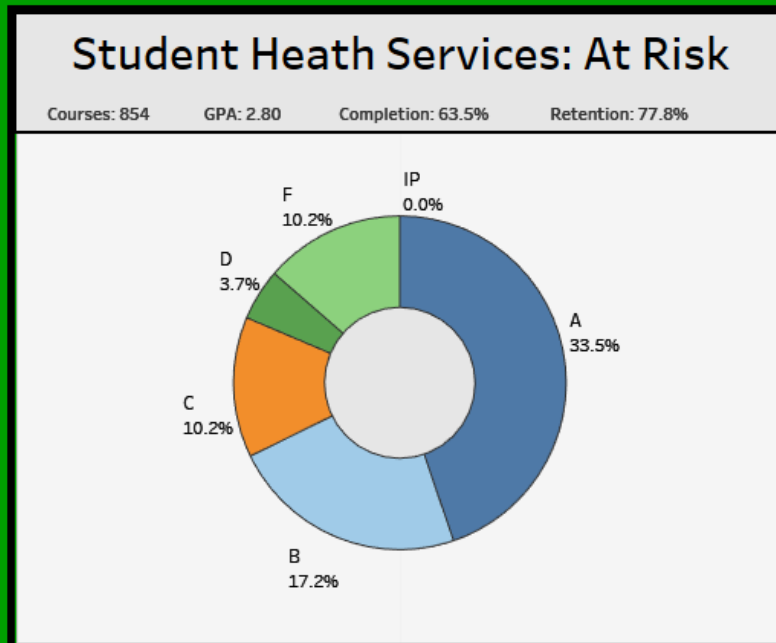
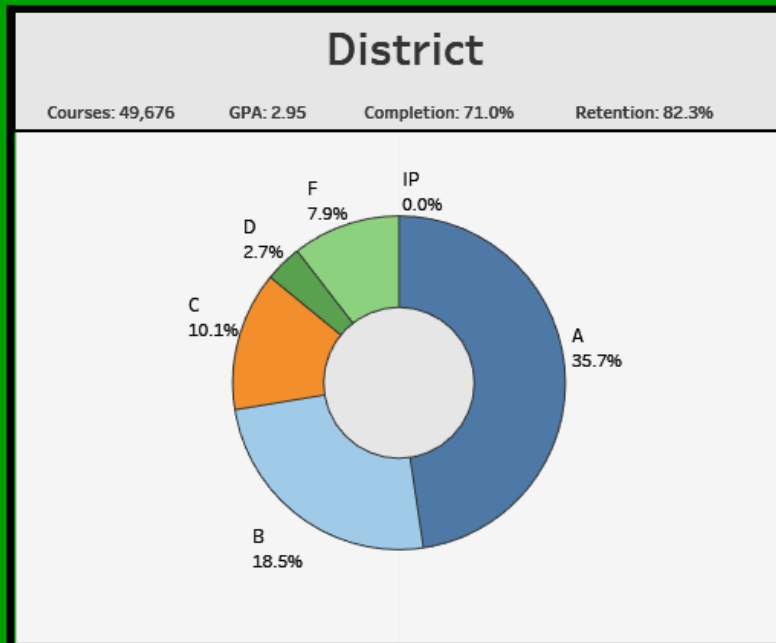
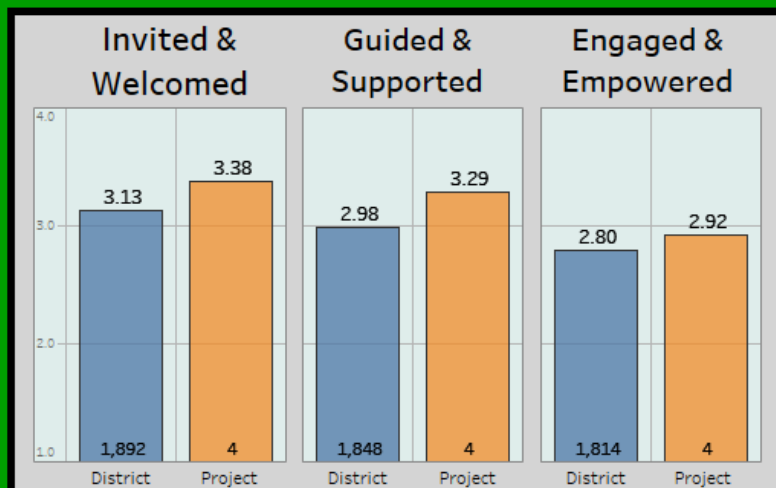
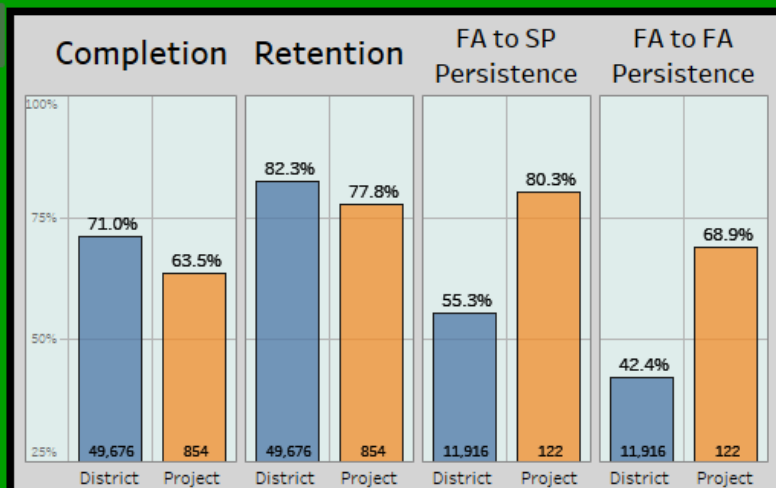
Overall, SHS assists students from disadvantaged groups who have extreme mental health challenges to remain at the college for future success academically and otherwise.

# District & SEA Project Comparison

FA19 & SP20

FT & PT

Student Heath Services: At Risk



# District & SEA Project Comparison

FA19 & SP20

FT & PT

Student Health Services: At

## Headcount & Proportion

	District	Project
African American	935 2.5%	13 5.6%
Asian	1,515 4.0%	17 7.4%
Filipino	347 0.9%	0.0
LatinX	14,230 37.5%	84 36.4%
Multi Ethnicity	2,182 5.8%	8 3.5%
Native American	220 0.6%	4 1.7%
Pacific Islander	158 0.4%	0.0
White	16,255 42.9%	98 42.4%
First Gen	9,313 24.6%	43 18.6%
Low Income	12,174 32.1%	119 51.5%
DSPS	2,866 7.6%	72 31.2%
Veteran	919 2.4%	3 1.3%
Foster Youth	654 1.7%	18 7.8%
LGBTQ	592 1.6%	8 3.5%
Homeless	92 0.2%	2 0.9%

Totals 37,933 231

## Course Completion

	District	Project
African American	59.2%	38.6%
Asian	73.1%	82.1%
Filipino	69.2%	0.0
LatinX	67.1%	54.4%
Multi Ethnicity	72.1%	58.3%
Native American	69.0%	94.4%
Pacific Islander	63.7%	0.0
White	74.1%	68.6%
First Gen	68.9%	73.8%
Low Income	65.7%	56.4%
DSPS	74.2%	57.7%
Veteran	68.0%	58.3%
Foster Youth	53.4%	45.6%
LGBTQ	61.9%	71.1%
Homeless	35.7%	81.8%

Averages 71.0% 63.5%

Combined Average 71.4% DI < 69.4%

## Course Retention

	District	Project
African American	77.0%	79.5%
Asian	83.7%	91.0%
Filipino	82.8%	0.0
LatinX	80.9%	73.0%
Multi Ethnicity	82.4%	77.8%
Native American	81.9%	94.4%
Pacific Islander	82.1%	0.0
White	83.3%	76.9%
First Gen	81.6%	87.2%
Low Income	79.0%	73.1%
DSPS	82.3%	68.1%
Veteran	83.3%	91.7%
Foster Youth	71.7%	69.1%
LGBTQ	77.9%	76.3%
Homeless	62.5%	90.9%

Averages 82.3% 77.8%

Combined Average 83.2% DI < 81.2%

## Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	55.6% 33.3%
Asian	58.3% 49.0%	88.9% 88.9%
Filipino	51.4% 43.1%	0.0
LatinX	56.7% 45.9%	88.1% 73.8%
Multi Ethnicity	56.2% 40.7%	75.0% 50.0%
Native American	48.1% 40.3%	100.0% 50.0%
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	78.8% 71.2%
First Gen	55.3% 43.7%	81.8% 68.2%
Low Income	56.7% 45.5%	86.2% 69.0%
DSPS	71.8% 60.3%	80.0% 65.0%
Veteran	52.4% 37.2%	100.0% 100.0%
Foster Youth	47.7% 40.9%	70.0% 30.0%
LGBTQ	40.0% 29.4%	100.0% 75.0%
Homeless	21.4% 21.4%	100.0% 100.0%

Fall to Spring 55.0% 79.7%  
Fall to Fall 42.0% 68.3%

FA to SP Average 63.5% FA to FA Average 46.9%