

ILLINOIS COMMUNITY COLLEGE BOARD

FY 2021 GEERS Quarter 3 reporting template

Due: April 30, 2021

Submit complete report to: icbfinance@iccb.state.il.us

COLLEGE:	Joliet Junior College
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Provide a narrative for each section below. If you need additional space, you may expand the fields.

NARRATIVE

Describe services, supports, and efforts that have been completed or experienced during this quarter.

Mental Health Support: 1/1/2021 – 4/7/2021

As spring semester continues to function primarily remote for courses, the Student Wellness Program – Mental Health (SWP) has maintained their tele-mental health services for students. During this pandemic, the SWP has been providing primarily video and phone sessions for individual and case management services.

Training to Provide Remote Support

Career Services is completing significant training to enhance remote services. As the pandemic continues, students continue to request support in developing resumes, career exploration and career changes. Below are the staff that invested in professional development and the trainings scheduled to conclude spring 2021.

Employee name	Training name	Training Acronym (Reference from previous reports)
Ingrid Brown	Facilitating Career Development	FCD for CCSP
Katie Bond	Certified Employment Interview Professional	CEIP
Jill Geers	Certified Employment Interview Professional	CEIP
Jill Geers	Facilitating Career Development	FCD for CCSP
Tim Czuba	Certified Professional Resume Writer	CPRW
Tim Czuba	Certified Employment Interview Professional	CEIP
Christen Morris	Certified Employment Interview Professional	CEIP
Christen Morris	Certified Professional Career Coach	CPCC

Increasing Online Support Modules

The Tutoring and Learning Center (TLC) collaborated with the Student Success subdivision to explore additional online support for students struggling to be academically successful as the campus community transitioned to remote learning. Innovated Educators hosts Student Lingo modules in a wide array of topics suited to support first-generation community college students.

Disability Services: Increasing Note-taking support

Sonucent/GLEAN is a note-taking tool that provides support to organize notes. The remote academic learning environment has posed challenges for students in order to organize notes. Student feedback suggests one of the challenges in a remote environment is clarity and organization of lecture or lab notes. Critical pieces of academic information are able to be organized and “marked” to indicate understanding or challenges with specific content.

Mental Health First Aid (Office of Student Activities):

Mental Health First Aid (MHFA) is a course that teaches how to help someone who may be experiencing a mental health or substance use challenge. The training helps identify, understand and respond to signs of addictions and mental illnesses. The training helps decrease the stigma of mental health on our campus, share campus resources, and support students and employees in handling difficult situations related to mental health. This program allows us to meet the mandates in the Illinois Mental Health Early Action on Campus Act including: 1) provide a peer mentor program and 2) provide an awareness and training program.

COVID Care Package Technology Support

Q3 continued to see strong usage of the technology (Surface Go’s, Stream Books, Chrome Books, Microsoft devices) available for checkout in the Romeoville campus library. New in Q3 was the purchase of 10 keyboards for the Service Go’s. Student expressed need for key boards for ease of use in courses.

DATA

Please provide a detailed summary of the data collected during the quarter.

Mental Health Support: 1/1/2021 – 4/7/2021

- Utilizing the date of 3/16/2020 as the start of the pandemic and the impact it had on the campus, the SWP has serviced a total of 409 students and have 1,307 individual sessions with students. The end date for this statistical data is 4/7/2021.
 - When comparing this data to pre-pandemic (3/16/2019 – 3/13/2020), we have seen a 107.61% increase in number of students serviced and an increase of 93.34% in the number of sessions provided.
 - Doxy.me upgrade to ‘Clinic’ account has improved the accessibility of services by students due to now having a universal landing page to access all Student Wellness Advocates’ rooms at the same time versus our experience of having to send individual links to each student. The upgrade has also allowed Student Wellness Advocates to set up reminders to next appointments, as well as reminders to complete tasks relating to goals, such as times to take breaks, engage in mindfulness activities, or complete tasks related to academic goals. This platform has also allowed quick connection to students during moments of crisis or distress as needed.
- Looking specifically at students served up to this point (semester tracking ends 5/21/2021) for Spring 2021, the SWP has seen a total of 109 students and provided 351 individual appointments. Predicting based off patterns in the past, we will likely see an increase in services from the end of April going into May due to the increase stressed experienced with final exams.
- During Spring 2021, our interim Case Management Coordinator has conducted outreach to 43 students who were impacted by Covid19 directly. Outreach included following up with submitted Covid19 forms, assessing for needed academic support, connection to resources, and the need for mental health services.
- Up to this point, we have had 105 students utilize our anonymous mental health screening tool through Mind-Wise (1/1/21 – 4/7/21) to screen for mental health concerns. Since the start of the pandemic (3/16/20), we have had 508 completed screenings.
 - Generalized anxiety and depression continue to be the top specific screenings students continue to complete, which is consistent with some of the challenges we see students seek out services for.
- Top diagnoses assigned to students when engaging in direct, individual counseling services with SWP remain to be Adjustment Disorder (46.51%) and Generalized Anxiety Disorder (37.21%), which fall within stress-related disorders at 86.05%.
- For spring 2021, SWP was able to adjust their forms to better track for students concerns and challenges relating specifically to Covid19. 47.5% of students assessed shared experiencing symptoms relating to anxiety that have been impacted by the pandemic. 15.3% of students report their academic performance has been impacted by Covid19.
 - Additional concerns and challenges due to Covid19 include stress (8.5%), relationship problems (5.1%), and grief/loss (5.1%)

Increasing Online Support Modules: January 1, 2021-March 31, 2021

The TLC hosted 109 participants that started a workshop and 65 completed a full workshop for a completion rate of 60%.

This is a significant (264%) increase over the previous quarter, which had 30 participants who completed 10 workshops for a completion rate of 33%. This increase can be attributed, in part, to communication campaigns sent by the Academic Intervention and Communication Center sent 1/11/21.

Survey data:

Of the 65 students that completed a Student Lingo Module(s):

- 64 respondents (98%) suggested the workshop was Good, Very Good or Excellent
- 65 respondents (100%) suggested the speakers presentation skills were Good, Very Good or Excellent
- 58 respondents (91%) suggested the program/workshop length was just right
- 61 respondents (94%) suggested the online/on-demand workshops are their preference
- 28 respondents suggested that both online and face-to-face workshops were preferred

Qualitative survey feedback:

- Changing how I approach tests psychologically and by doing so becoming more empathetic towards myself.
- Breakdown my tasks that need to be completed so I don't get overwhelmed. Set goals to finish and schedules.

- I learned that trying to manage my study environment will help improve how I perform on assignments.
- The most helpful strategy was to form a schedule. It can be hard to keep track of things in the week and a schedule can help. I also think that it helps to divide up the work. Looking at the workload for the week can be stressful, but splitting it up can help lower the stress.
- Break down large tasks into smaller, more manageable ones to make the assignments less overwhelming.
- Knowing the test. How the test is structured? Is it timed? How many attempts do I have? Is the test auto-graded?
- To utilize feedback in order to solidify my understanding of the material and clear any misconceptions.
- The most helpful strategy that I learned from this workshop was that I should determine whether a source is credible or not by using the resource provided.
- Figuring out how to plan my academic schedule and if I need help to reach out for it immediately.
- If I had a choice between online classes and face-to-face, make sure I am capable of doing online classes successfully. For example, to make a weekly schedule, look ahead at the school calendar, make sure I can do online school from home in my situation.
- The most helpful thing was the tip to not procrastinate and to mute my phone and notifications.
- To ask for help and understand that that's ok

Disability Services: Increasing Note-taking Support

Q3 was the launch period for this remote support. A communication campaign was completed to make students aware of this service. To date, April 14, 2021, 12 students have completed GLEAN training and are using the service.

Mental Health First Aid (Office of Student Activities):

Spring 2021 Data: In Spring 2021, the Office of Student Activities and Wellness staff offered one Mental Health First Aid session, in collaboration with a local provider, Linden Oaks. Through this opportunity 14 JJC community members completed the course including 12 students and 2 employees.

The Mental Health First Aid instructors use an assessment evaluate the program. The data collected was shared with the partnering JJC department after the session. The assessment tool collected quantitative and qualitative data on the satisfaction of the course, learning objectives, demographics. The data reviewed below was collected from attendees who participated in the MHFA course during the Spring 2021 semester, offered on Friday, March 12. Of the 14 attendees, 12 completed the survey. Attendees were asked, how relevant are the existing scenarios to the populations you primarily work with? Of the 12 respondents, 58% choose strongly agreed. Attendees were also asked, what was the most helpful part of the course? Why? The open-ended responses included:

- The scenario and going over schizophrenia. I wasn't aware of what it was like to have that condition. This exercise really was a helpful practice to see what it is like for someone with this disease.
- All the discussions and small groups, because they let us start putting our skills to work with guided supervision.
- Learning the signs and symptoms of a crisis situation and how to handle it if one arises.
- The most helpful part of this course was that the instructors walked us through the material in a way that get us participants involved. I also liked that the instructors were very respectful if we were sensitive to the material shown.

Active Minds Speakers Data Overview:

During the Spring 2021 semester, the Office of Student Activities and Wellness, in collaboration with the Student Wellness Advocates, hosted a Wellness Series with five Active Minds speakers. The funds from the GEERS Grant helped support three of these programs. Through these efforts we have been able to address mental health with the intersectionality of cultural identities, LGBTQIA+ identities, athletes, family upbringing, depression, anxiety, suicide, eating disorders, and addiction. The funds from the GEERS Grant helped support three of these programs.

The data below only reflects the attendance and assessment from the following programs, which were supported by the GEERS Grant:

- a. Abraham Sculley: Combating the Stigma of Mental Health on February 18, 2021
- b. Carli Bushoven: Destructive Perfectionism on February 24, 2021
- c. Colleen Coffey: Complete Life on April 1, 2021

Attendance was recorded through Academic Success Tracker, 46 student contacts were documented. Of the 46 attendees, 31 survey responses were obtained. Students were asked if “OSA should offer this program again,” on a rating scale of 1-5 the average response was 4.93 “yes.” When students were asked “Do you think OSA should offer this program again,” on a rating scale of 1-5 the average response was 5.0. Students were also asked, “Do you feel this session provided educational value to your future goals (personal, professional, academic, or other)? Why or Why not?” Student feedback included:

- “When I tell you, this was the most valuable hour of my week I mean it. I was literally in tears and talking with her and everyone in this group made me realize that I'm not alone and people just like me do make it to middle age if they try hard enough and open-up for help. I really needed this and it was the best out of the entire series.”
- “Yes, because this has opened my eyes and helped me learn even more about mental illnesses and how to get pass them.”
- “This session is pertinent to my professional and personal goals. It is important to feel comfortable supporting students or family/friends in their mental health journey.”
- “This session helped me personally realize that everything I see on social media isn't exactly what's going on in a person's life. Because I commute to JJC and live at home. I feel like I'm missing out on the college life because of all the posts I see on social media. This session also makes me want to check-in on my teammates and friends to make sure they are all doing okay because they are important to me and I want to make sure they are doing well.”
- “Yes, this helped clarify an idea of a healthy mindset through my college journey.”
- “Yes. Abraham was extremely inspiring in helping to understand the benefits of improving your mental health.”
- “100% because it assisted in knowing that I am not alone in fighting the good fight to combat the stigma of mental health through my professional, personal, and academic life.”
- “Thank you for providing an educational wellness series. Pablo spoke about such personal and dark stories, but made it comfortable for all of us to relate in a way!”

The Active Minds Speaker Series helped decrease the stigma of mental health, shared supportive JJC and local resources, and enhanced student success. With the positive success of this effort, we have been able to gain momentum in student engagement opportunities.

Students are interested in starting an Active Minds Chapter at JJC in Fall 2021. This would allow us to start a mental health peer-to-peer support program in order to meet the mandates in the Illinois Mental Health Early Action on Campus Act.

COVID Care Package Technology Support

Students have checked out devices 165 times as of April 9, 2021. Devices are tracked via the libraries ALMA system allowing for accurate accounting of devices check-out, returns and renewals.

BARRIERS

List any barriers the college encountered during the quarter

No barriers to report in Q3.

