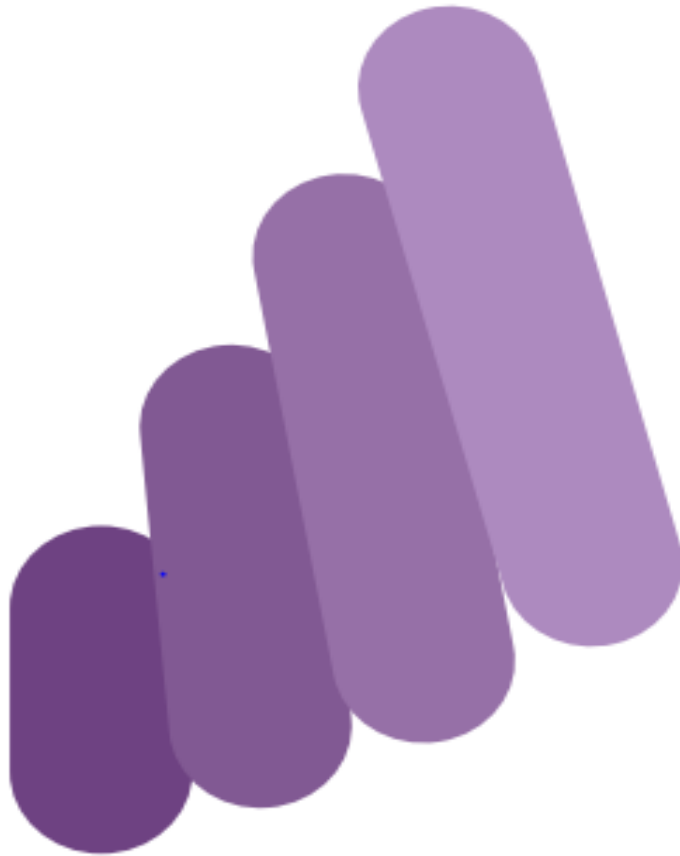


# Sonoma State University

## Care Team Report 2021-2022



Prepared by Calee Spinney

Care Team Coordinator  
Office of the Dean of Students

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## EXECUTIVE SUMMARY

### Qualitative

The Care Team began the 2021-22 academic year with a new, permanent Care Team Coordinator who has a background in student development theory and is familiar with the type of support offered in the residential housing setting. The Care Team offered training to Residential Advisers and presented information to families during orientation and faculty members during training sessions. Spreading the awareness of the program has helped our community have a greater understanding of how the Care Team supports students and when it is appropriate to make a Care Team referral. The Care Team also worked with Strategic Communications to create a dedicated Noma Cares website to increase visibility of the Care Team and their services.

This is an exciting time for the Care Team. We were able to move tracking of Covid cases outside of our purview this year in order to allow us to focus on more individualized needs. While many of these continue to be related to concerns related to the Covid-19 pandemic, they are far more nuanced than whether a student has tested positive or has been exposed to the illness. We were fortunate to not be heavily impacted by wildfires last year but recognize that we may need to support students through the fire season this year alongside a myriad of other concerns impacting their emotional and academic wellbeing. We also plan to add a representative from Athletics to the Care Team for the 2022-23 year, to help ensure that we are offering robust support to student athletes.

### Quantitative

The 2021-22 academic year saw a significant change in the handling of Care cases, in that management of strictly Covid cases was moved outside the scope of the Care Team. If students expressed additional concerns to the Student Health Center (SHC) or failed to respond to the SHC monitoring, they were referred to the Care Team. Otherwise, these cases remained separate. Monitoring of students impacted by wildfires was also removed from the scope of the Care Team this year.

This year the Care Team saw about a 36% drop in the number of unique cases, most likely due to the fact that Covid monitoring was removed from the Care process. There was a corresponding drop (37%) in the number of students who worked with the Care Team, and in the number of unique concerns (28.6%).

The biggest concerns that our student population faced this academic year were related to academic challenges and class attendance; together these two concerns made up 37% of all cases. This was especially true for students who identified as Hispanic/Latino; academic difficulty and/or excessive absences was a concern in 86 out of 120 (71.6%) cases for Hispanic/Latino students.

The concerns that saw the biggest increases were suicidality (2.9% to 6.9%), death of someone in a student's life (e.g. family member, fellow student) (2.6% to 9.4%), injury/illness (2.4% to 5.9%), other concerning behavior (0% to 4.8%), and excessive anxiety (0% to 6.1%). Of course, these issues were often seen in conjunction with a concern about academic performance and attendance in classes. More cases were referred by faculty (43%) than by any other source, so it makes sense that academic performance and class attendance were present in so many cases.

The concerns that saw the biggest decreases were related to concerns that were largely removed from the scope of the Care Team; pandemic related (44.1% to 2.6%) and fire evacuation (2.4% to 0%). Personal wellness also decreased (30.6% to 7.6%) The personal wellness concern was used less often as new, more specific, concerns were added for this academic year. In addition, it is very difficult at this stage in the pandemic to point to an issue that isn't related to Covid in some manner, so the "pandemic related" concern was less informative for this past year than it was in the 2020-21 academic year. The Care Team Coordinator was also new in the role this year, and coding differed from last year based on style and perspective.

Last year, Hispanic/Latino students were underrepresented within Care cases as compared to their representation within the student body; they accounted for 38% of students but only 26% of Care cases. That gap was narrowed this year, with Hispanic/Latino students making up 30% of Care cases and almost 39% of enrolled students. It is noteworthy that Black/African American students make up 2.6% of the total student body but 10.25% of Care cases were focused on Black/African American students. Students who identified as two or more races were similarly overrepresented within Care cases, accounting for 5.5% of the student body and 9.75% of Care cases. White and Asian students were slightly underrepresented within Care cases (35.5% and 4.25%) as compared to their percentage of the student body (42.9% and 5.4%). Our goal is to assist every student who has a need, so it is good to see that there isn't a gross underrepresentation of any one group in the numbers,

In regard to how the Care team served the different academic programs on campus, Psychology (52), Pre-Business Administration (41), Undeclared (37), Early Childhood Studies (29), Sociology (26), and English (24) had the largest share of cases. Similar to last year, there were a large number of cases (135) in which the student's major was unknown, which likely has to do with

software interfacing issues between PeopleSoft and Maxient.

*Note: Data for this report includes cases that were created before June 8, 2022.*

## PURPOSE STATEMENT & CARE TEAM INTENT

Charged by the Vice President of Student Affairs, the Care Team's purpose is to recognize the vast issues that can impact a student's life and the complexity and compounding effect they may have on their academic success and progress. The Care Team achieves this through coordinating the support of students experiencing hardships and connecting them to resources on and off campus.

The Sonoma State Care Team is a committee of professional staff and faculty from across campus dedicated to the success and wellbeing of our students. The committee is chaired by the Dean of Students and includes representatives from Academic Advising, Academic Programs, Counseling and Psychological Services, Confidential Advocacy, Disability Student Services, Faculty Affairs, Faculty Member, Office for the Prevention of Harassment and Discrimination, Residential Education and Campus Housing, University Conduct, and the University Police Department. For the 2022-23 academic year, we look forward to adding a representative from Athletics to the Care Team.

## Data

The following sections describe the work completed by the Care Team for the Academic Year of 2021/2022. The information is broken down into seven sections: Concerns, Ethnicity/Race, Gender, Group Affiliating, Campus Housing, Basic Needs, and Reporters. This is done to shed light on trends that our community may be facing so that the Care Team can adjust to meet those needs.

## Cases & Concerns

In the Care Team we refer to the individuals in each case as Students of Concern, and subsequently the issues identified as Concerns. Maxient uses the term "charges" to describe issues a student is facing, as it is primarily used as a student conduct management program; as such, the language used by Maxient sometimes does not reflect how the Care Team refers to things internally. This document will reflect the language used in the Care Team and may be inconsistent with the language utilized by Maxient.

The following is an analysis of the concerns recorded for the Academic Year 2021/2022 as well as some comparison with previous academic years.

Unique Individuals	Unique Cases	Unique Concerns
368	435	610

Table 1: Unique Individuals, Unique Cases, and Unique Concerns for the 2021/2022 Academic Year

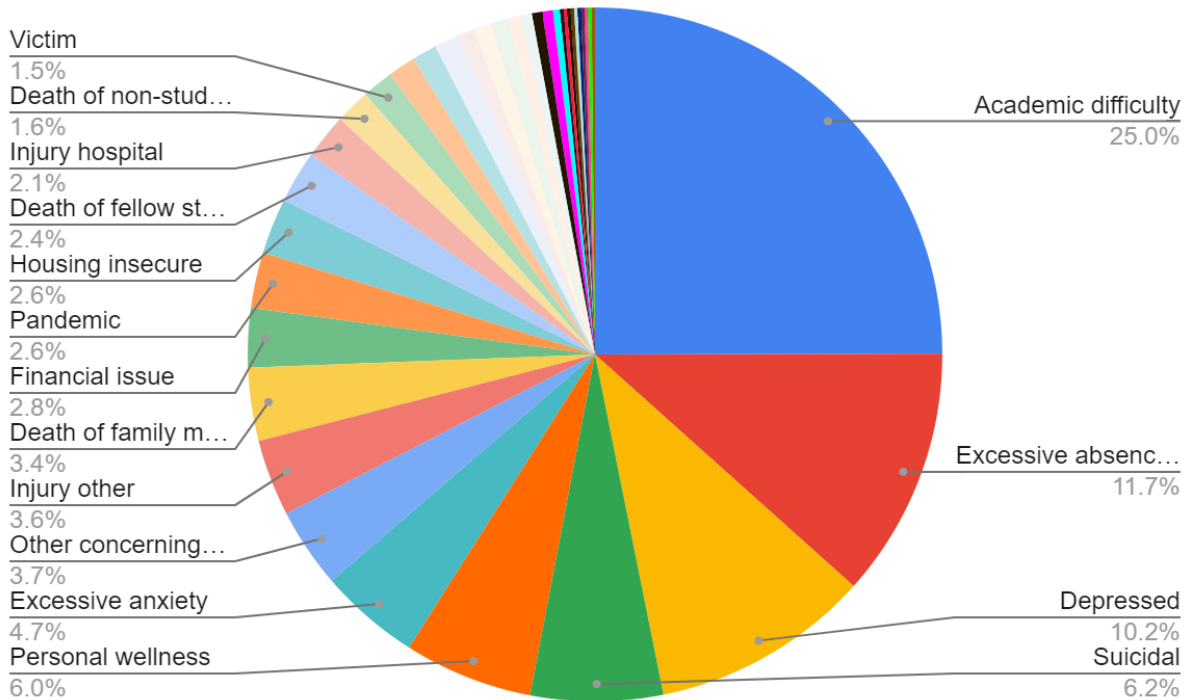


Figure 1: Distribution of All Concerns in the Academic Year 2021/2022

Concern	21/22	20/21	19/20	18/19
Academic Difficulty	154	147	91	48
Alcohol Concern	5	2	9	11
Bizarre Behavior	2	1	1	6
Change in Mood/Appearance	5	0	1	0
Concern Student is Missing	5	0	1	2
Death of Family Member	21	8	3	0
Death of Fellow Student	15	1	1	0
Death/other	10	5	2	0
Depressed	63	17	15	16
Displayed Anger	4	1	2	3

Disruptive Behavior	1	0	2	1
Excessive Absences	72	43	53	1
Excessive Anxiety	29	4	30	4
Extreme Mood Swings	1	0	1	4
Financial Issue	17	18	19	4
Fire/Evacuation	0	12	0	1
Food Insecure	1	3	0	0
Housing Insecure	16	21	5	0
Injury/Illness Hospital	13	7	5	1
Injury/Illness Other	22	12	5	3
Jeopardizing Success		1	2	0
Medical	7	1	5	3
Other Drugs Concern	3	3	0	2
Other Violation	3	2	0	0
Other Concerning Behavior	23	1	6	6
Pandemic Related	16	387	61	0
Personal Wellness	37	150	219	94
Room Cleaning	0	1	0	0
Safety & Security	1	0	6	2
Social Adjustment	7	0	16	2
Suicidal	38	14	29	23
Theft	0	1	0	1
Threat to Oneself	0	1	2	7
Threatening/Violent Behavior	1	0	2	1
University Withdrawal		3	0	0
Unusual Behavior	3	1	11	3
Unusual Injury	1	0	1	0
Victim	9	9	2	2512
Total Concerns	610	877	608	251

Table 1: All Concerns over the last four Academic Years

Academic difficulty was by far the highest recorded concern (25.25%) for the 2021-22 academic year. Given that almost half of all reports are submitted by faculty, this isn't a surprise. Often it was theorized that the academic difficulty was the result of some other factor in the student's life, whether those factors were known or unknown. Excessive absences was the second highest recorded concern (11.8%); again, this isn't a surprise given that faculty submit the bulk of the reports that the Care Team receives. Often these two indicators paired together were an



indicator of a larger issue, but they also often were due to issues with course withdrawal or lack of student interest.

I think it is noteworthy that the third and fourth most common recorded concerns were depression (10.33%) and suicidality (6.23%). The recorded rates of both of these concerns more than doubled. Fifty-four students had more than one Care case during the academic year, 23 of the students with multiple cases had one of these concerns recorded for one of the cases (42.59%). These cases tended to have multiple reports submitted from multiple sources in quick succession; anecdotally, they tended to require immediate response from various campus entities, and were kept open for a longer period of time.

I think the large increase of students who experienced death in their lives is also something to note. Collapsing a few areas together, 9.4% of cases this year involved a death of some sort, meaning that more than three times as many students navigated this type of challenge this academic year.

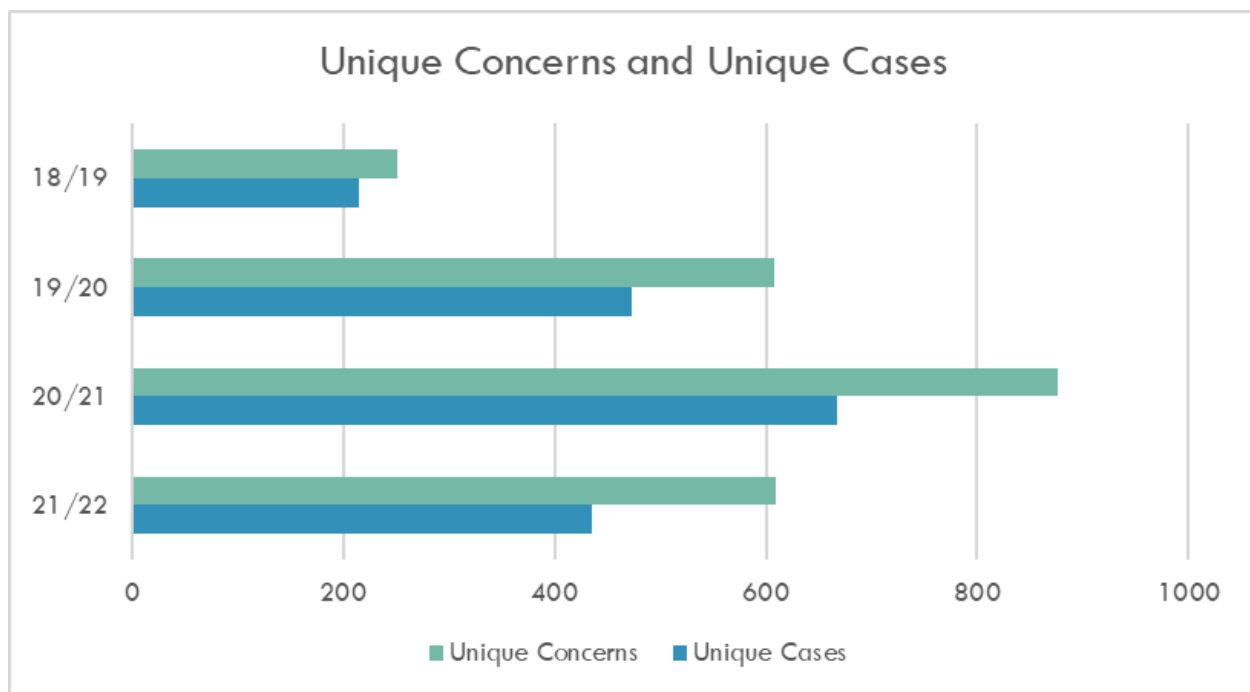


Figure 2: Comparison of Unique concerns v. Unique Cases over the last four Academic Years

This academic year we observed a decrease in Care Cases, although this is largely due to the fact that we removed tracking of Covid and wildfire-related cases from the Care system. If you remove pandemic and wildfire concerns from the 20/21 numbers, there were 478 unique concerns last year. If you compare this to the number of unique concerns in 21/22, we see about a 28% increase (478 to 610).

There continued to be multiple concerns associated with each case, which is why there are more unique concerns than unique cases. For example, a case may come in as an Excessive Absence concern, and the case manager learns during the initial meeting that the student is also Housing Insecure and adds that concern to the case. This demonstrates the growing recognition that issues students face are often compounding and rarely stand alone issues. Total unique cases for this year are 435, with a total of 610 unique concerns.

Concern	20/21	21/22	Δ
Academic Difficulty	147	154	4.76%
Death of any kind	14	46	328.57%
Excessive Anxiety	4	29	725%
Housing Insecure	21	16	-23.81%
Depression	17	63	370.59%
Suicidal	14	38	271.43%
Unusual/ Bizarre/ Other Concerning Behavior	3	28	933.33%

*Table 2: Shows notable changes in certain concerns between Academic Year 2021/2022 and 2020/2021*

Lastly, I wanted to note some significant changes in concerns recorded. There was a significant increase in concerns related to serious mental health issues. Cases that involved depression as a concern increased almost 400%, and cases that involved suicidal tendencies increased almost 300%. We also had a significant minority of students with other serious mental health challenges, such as potential dissociative identity disorder, hallucinations, delusions, paranoid behavior, etc. This is captured in the almost 1000% increase in cases that involved concerns of unusual/bizarre or other concerning behavior. Although we had a smaller number of Care cases this academic year, the urgency and seriousness of the cases seems to have increased as compared to previous years.

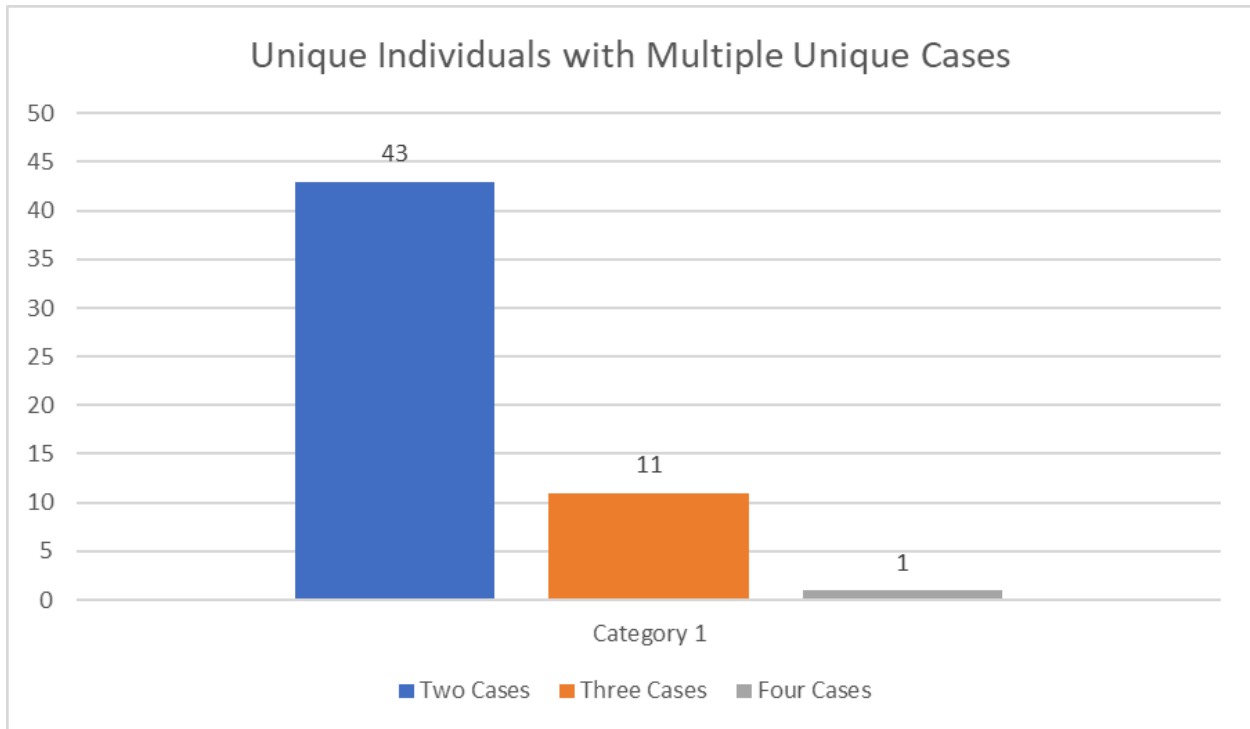


Figure 3: Individuals with multiple cases for the 2021/2022 Academic Year.

### Recurring Individuals: Distribution of Concern

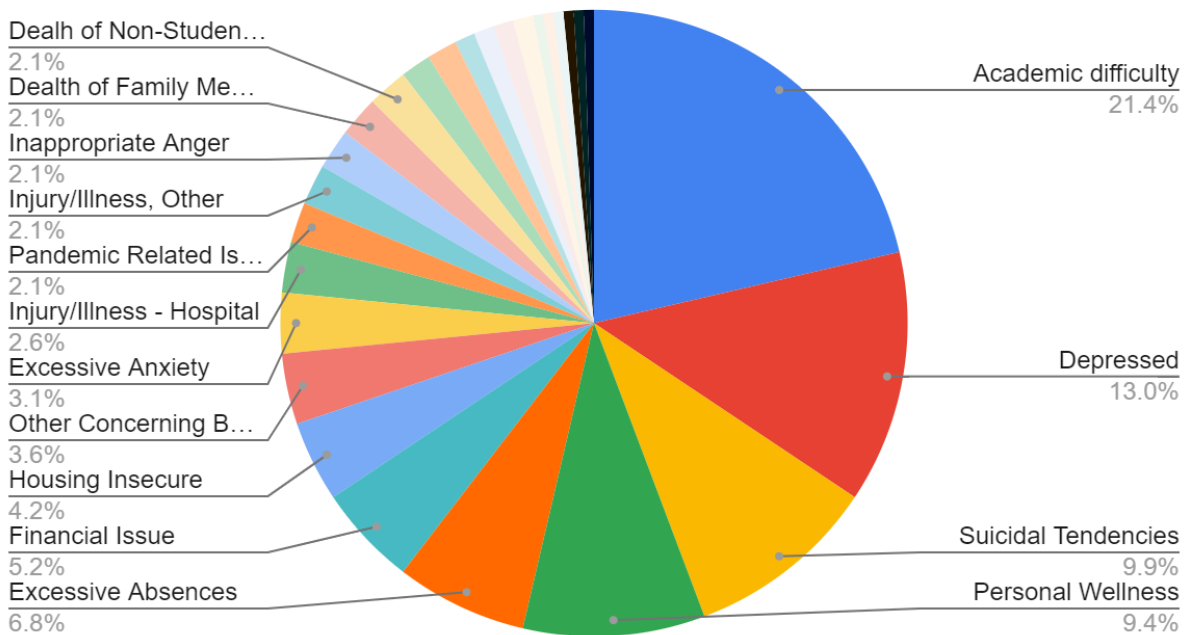


Figure 4: Distribution of concern for Unique Individuals with multiple cases in Academic Year 2021/2022

As previously mentioned, the issue faced by the greatest number of students this year were related to academics -- either academic difficulty (21.4%) or excessive absences from class (6.8%). Often, these would occur together. Given that almost half of our cases were submitted by faculty, it makes sense that these issues are so prevalent. Often, other concerns were discovered once the student was contacted.

The next most common issues tended to relate to mental health in some manner: depression, suicidal tendencies, personal wellness, concerning behavior, excessive anxiety, etc. These were weighty concerns that often involved following the student for an extended period of time, consulting with multiple campuses entities such as CAPS and University Police, obtaining information releases and communicating with family members, as well as significant documentation.

While not always specifically noted as a concern, the pandemic remains a shadow presence through the high rates of injury, illness, and death in students' lives. Sometimes these were related to a Covid diagnosis for the student or someone in their life, but they were also sometimes related to mental health issues that were influenced by the new reality of living during a multi-year global pandemic. The forced isolation that is now paired with all illnesses due to Covid protocols likely plays into this cycle as well.

## Case Turnaround

Given the fundamental shift in the types of Care cases in 2021-22 (with the removal of Covid and wildfire related cases from the system), I thought it would be interesting and worthwhile to look at the turnaround time for cases, e.g., how long cases were open. I had a theory that this would be longer due to the shift from simple Covid tracking to more complex concerns such as depression and the death of someone in the student's life, and this was found to be the case.

In 2020-21, on average, just over 20 days elapsed between a case being created and it being resolved; in 2021-22, an average of almost 32 days elapsed between case creation and resolution. Of course, there is no way to pinpoint the exact reason why cases were open for almost 12 additional days this academic year, but it is noteworthy.

Care Team protocol states that cases will be created and students will be contacted within two days of the report being submitted. I found that this standard was upheld this year, with a mean of 1.29 days passing being a report being submitted and the case being created. The mode and median were both 0, meaning that the vast majority of cases were created the same day that the report was submitted.

## Ethnicity/Race

To understand how the Care Team program is serving the diverse student body, an analysis of cases by self-reported ethnicity/race was conducted to see how it compared to the overall student population of those identities. The intention is to identify if we are undeserving any specific population and if there are specific issues that students of a certain population are facing at our university that we may need to address and support. Note that while we recognize the vast differences within these broader identities, some ethnic/race choices have been combined for easier reading of the data (ie. Honduran with Hispanic/Latino, Not Willing to Disclose with Unknown, and European with White [there is no white/Latino-origin option within Maxient]). Additionally, the language used to define ethnic/racial categories matches that of Maxient and not necessarily the language the Care Team uses (e.g. Latinx).

### By Number of Cases

The following is the distribution of Unique Cases by self identified Ethnicity/Race for the Academic Year 2021/2022 as well as the distribution of the Student Body by self identified Ethnicity/Race for the Academic Year 2021/2022.

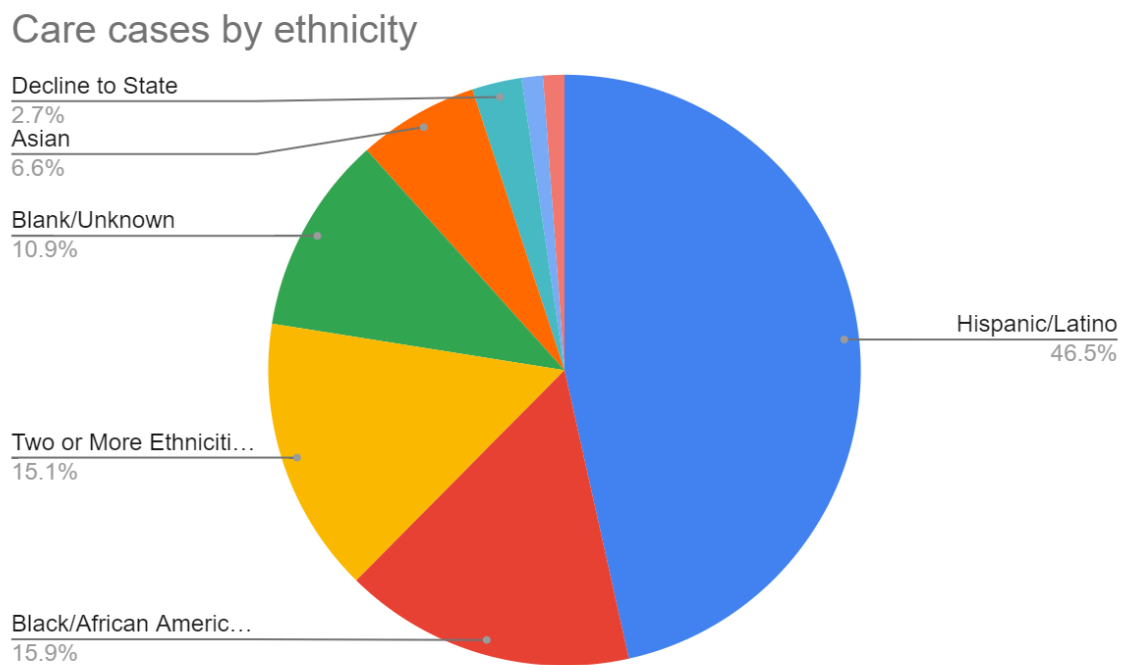


Figure 5: Overall Care Team Cases for the Academic Year of 2021-2022 by self reported ethnic/racial Identities

## Student Body Demographics by Ethnicity

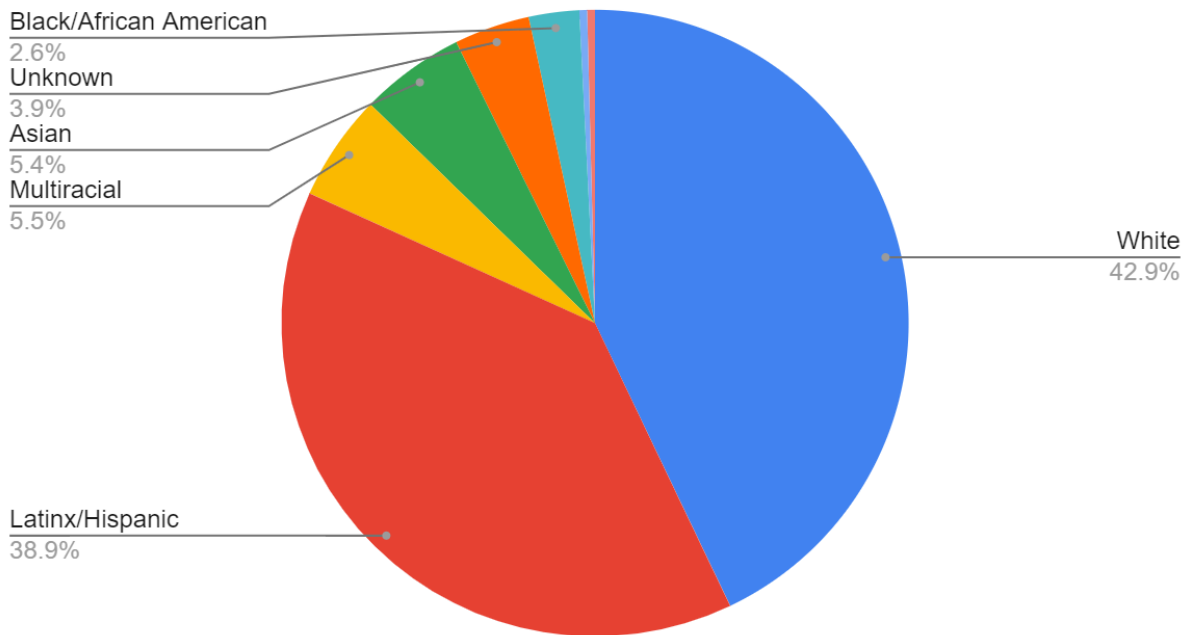


Figure 6: Student Body demographics for the Academic Year of 2021-2022 by self reported ethnic/racial Identities

Data Source	Native American/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	White	Two or More Ethnicities	Pacific Islander/ Native Hawaiian	Declined to State/Not Specified
Student Body	30	388	186	2794	3083	396	26	279
Care Cases	3	17	41	120	142	39	3	35

Table 3: Numbers of Students v. Care Cases for the Academic Year of 2021-2022 by self reported ethnic/racial identities

### By Number of Concerns

The following is the distribution of Unique concerns by self identified Ethnicity/Race for the Academic Year 2021/2022. Note that concerns are separate from cases, as cases can have multiple concerns.

## Concern by Ethnicity/Race: American Indian/Alaska Native

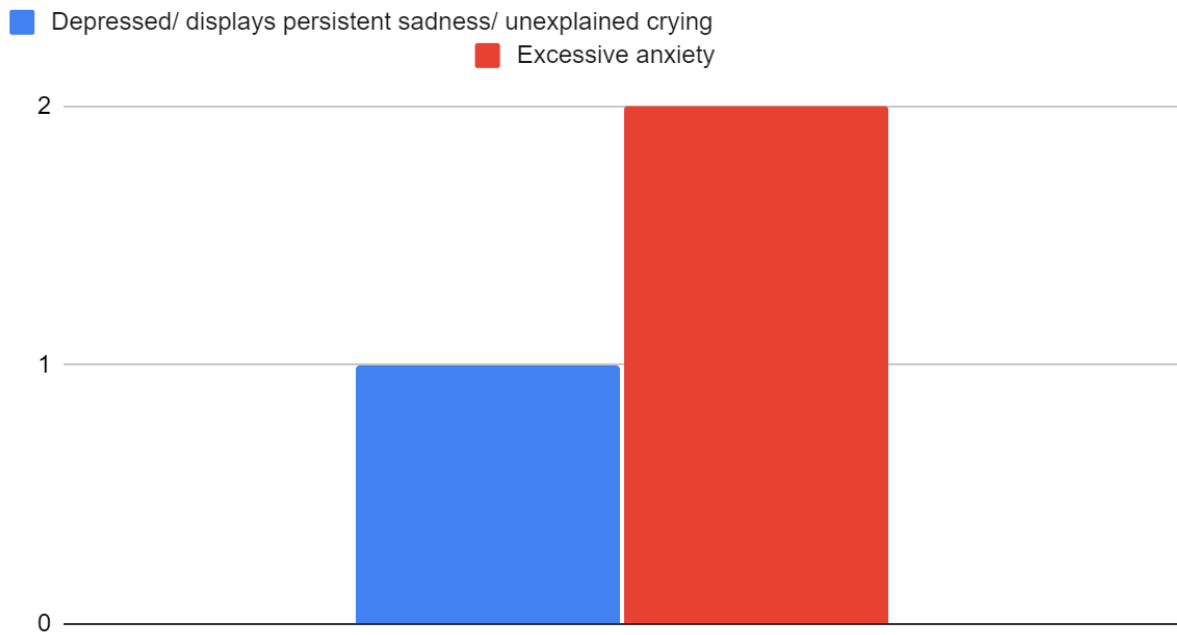


Figure 7: Number of concerns by self identified American Indian/Alaska Native students

### Concerns by Ethnicity/Race: Asian

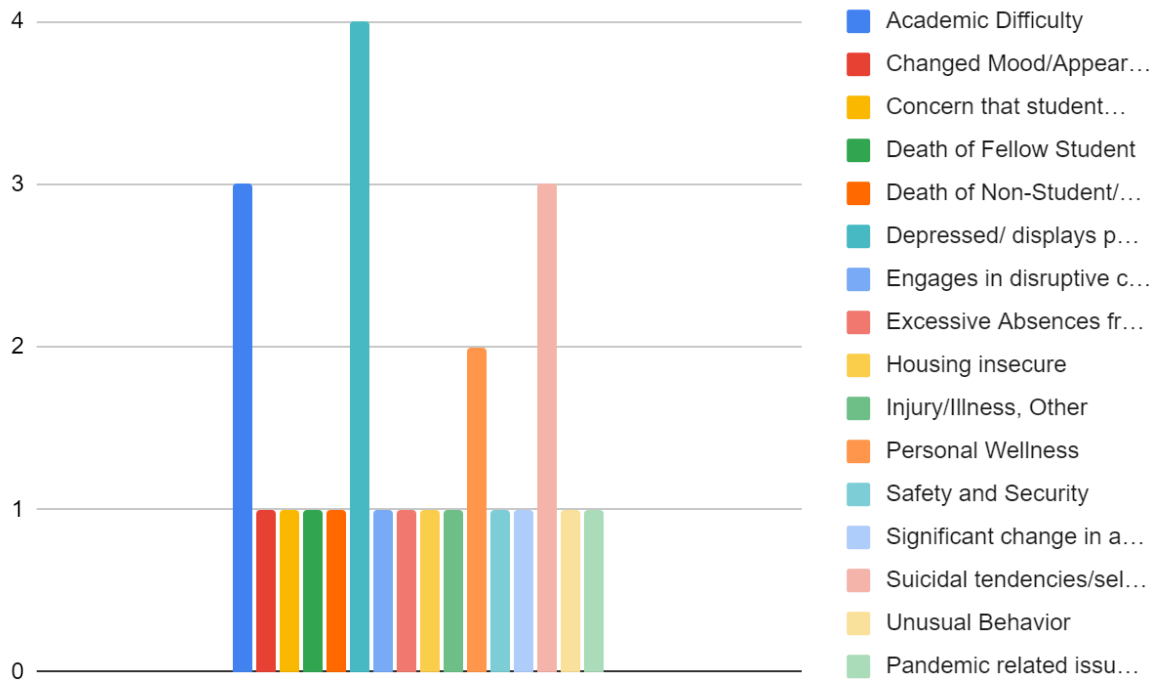


Figure 8: Number of concerns by self identified Asian students



### Concern by Ethnicity/Race: Black/African American

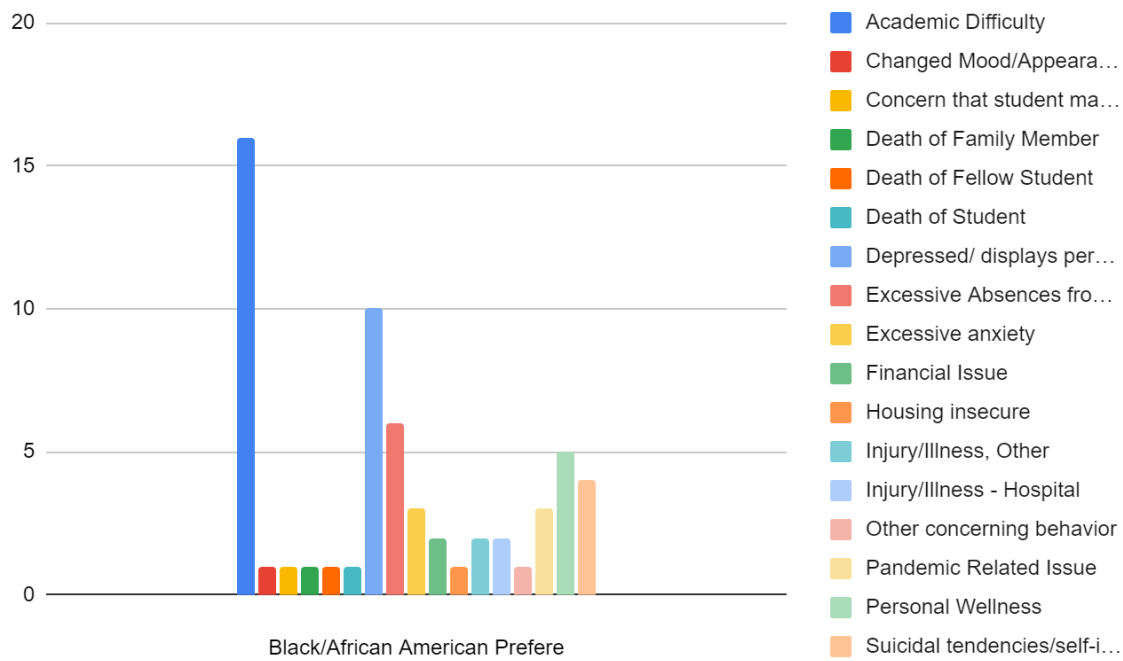


Figure 9: Number of concerns by self identified Black/African American students

### Concerns by Ethnicity/Race: Hispanic/Latino

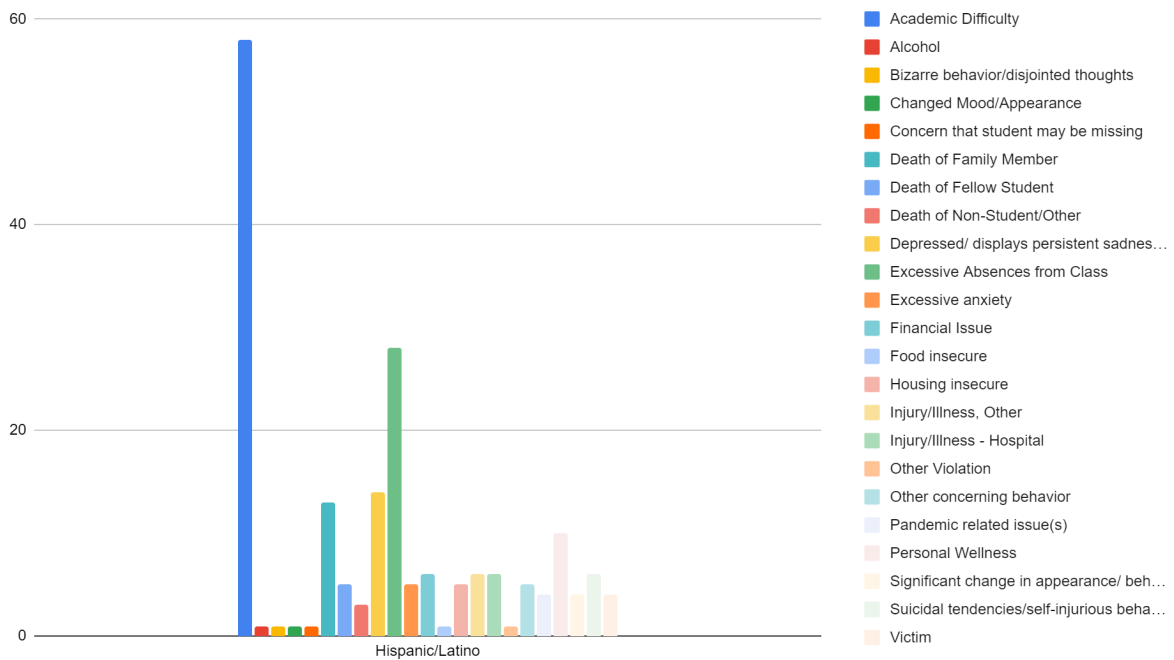


Figure 10: Number of concerns by self identified Hispanic/Latino students

### Concerns by Ethnicity/Race: White

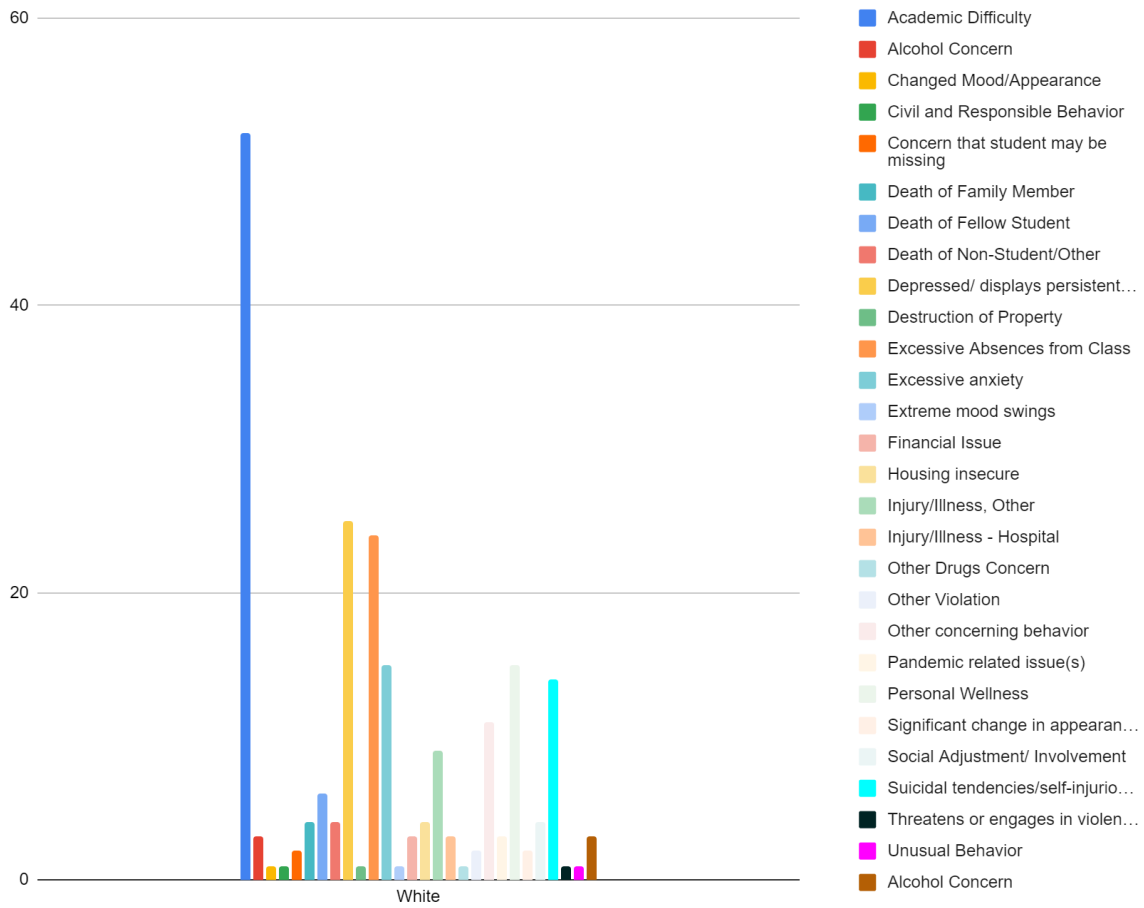


Figure 11: Number of concerns by self identified White students

## Concerns by Ethnicity/Race: Native Hawaiian/Other Pacific

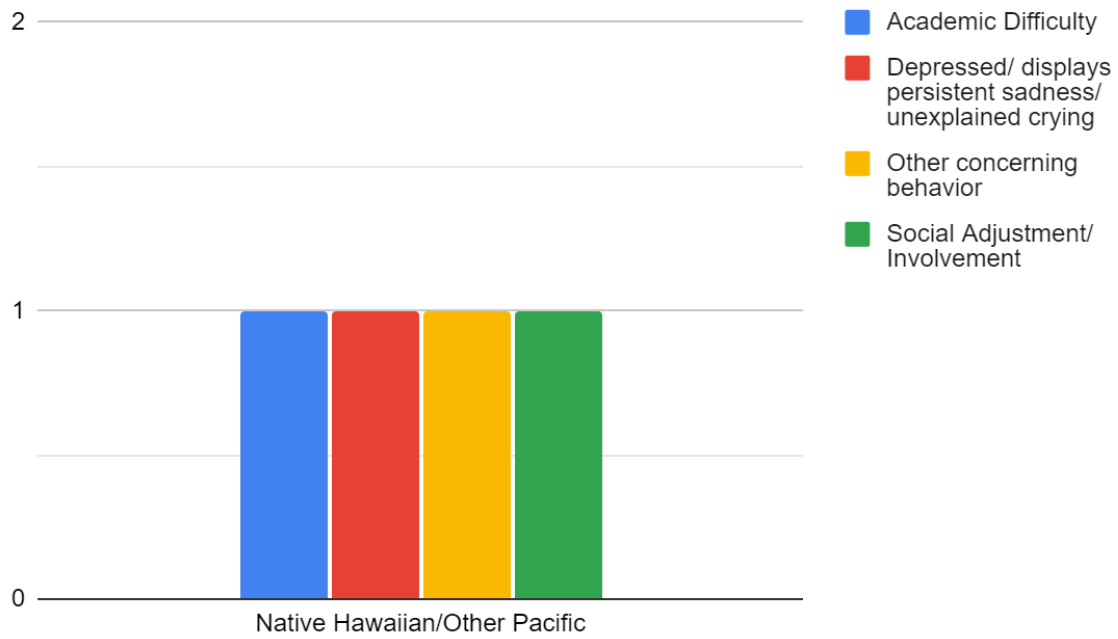


Figure 12: Number of concerns by self identified Pacific Islander/Native Hawaiian students

## Concerns by Ethnicity/Race: Two or More Ethnicities

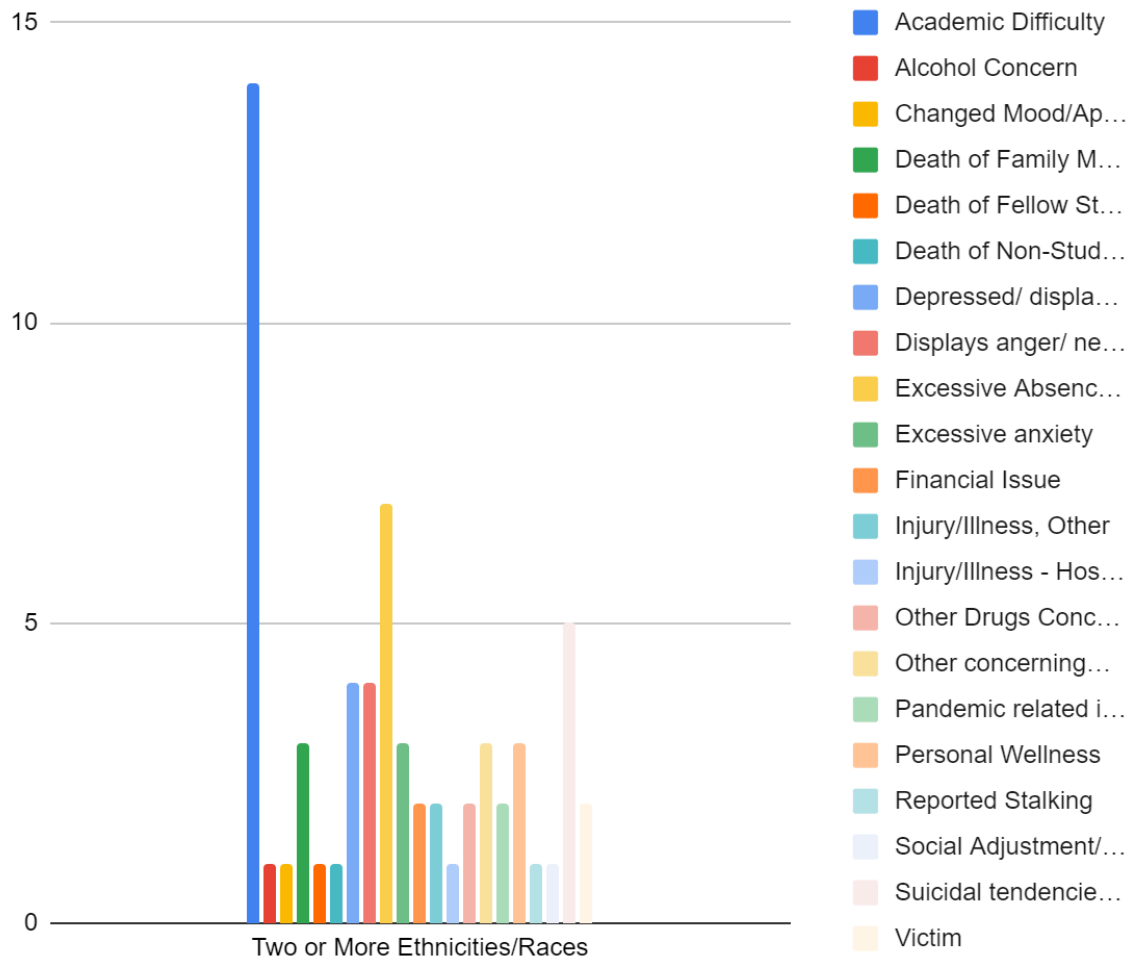


Figure 13: Number of concerns by student self identified as having two or more ethnicities

### Concerns by Ethnicity/Race: Not Specified/Decline to State

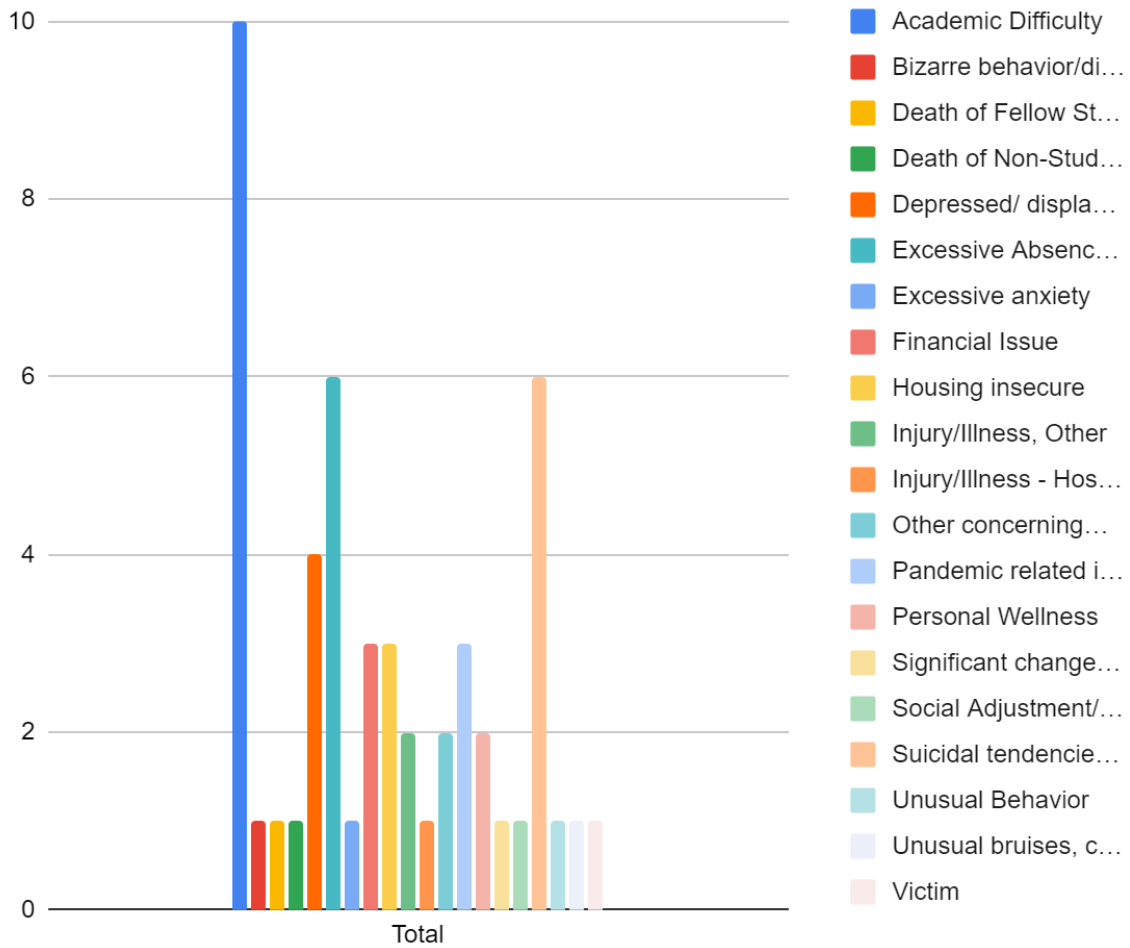


Figure 14: Number of concerns by self identified Decline to State/Not Specified students

## BIPOC: Distribution of Concerns

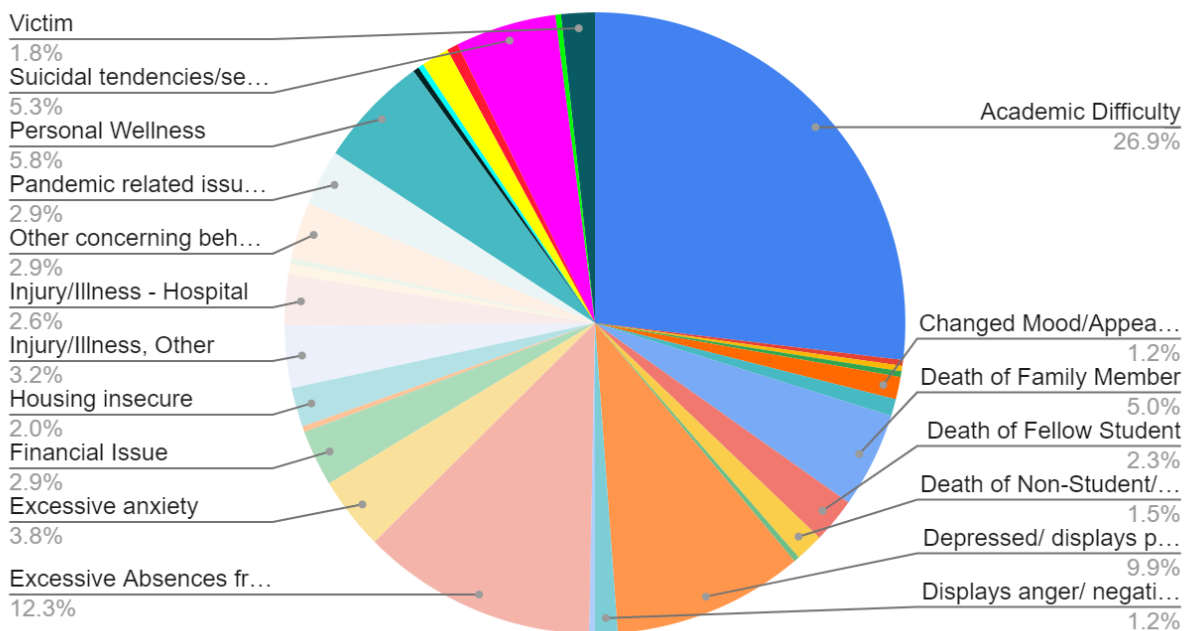


Figure 15: Distribution of Concerns for BIPOC student population as a whole for Academic Year 2021/2022

## Gender

As with the data on Ethnicity/Race, it's important to understand how we are serving our community from a gender perspective. A great absence from this information is whether this data is indicative of assigned gender or gender identity; all information on these demographics is pulled from Maxient, which is supplied by PeopleSoft. I am unaware of how, or how often, students are able to update this information, but I suspect that there are students who may identify as non-binary if given that option. Additionally, we do not have data on sexual orientation; it would be useful to be able to analyze how we are serving those populations within the Maxient system.

### By Number of Cases

The following is the distribution of Care Cases by self identified gender for the academic year 2021/2022 as well as the distribution of the student body by self identified gender for the Academic Year 2021/2022.

## Care Team Cases by Gender

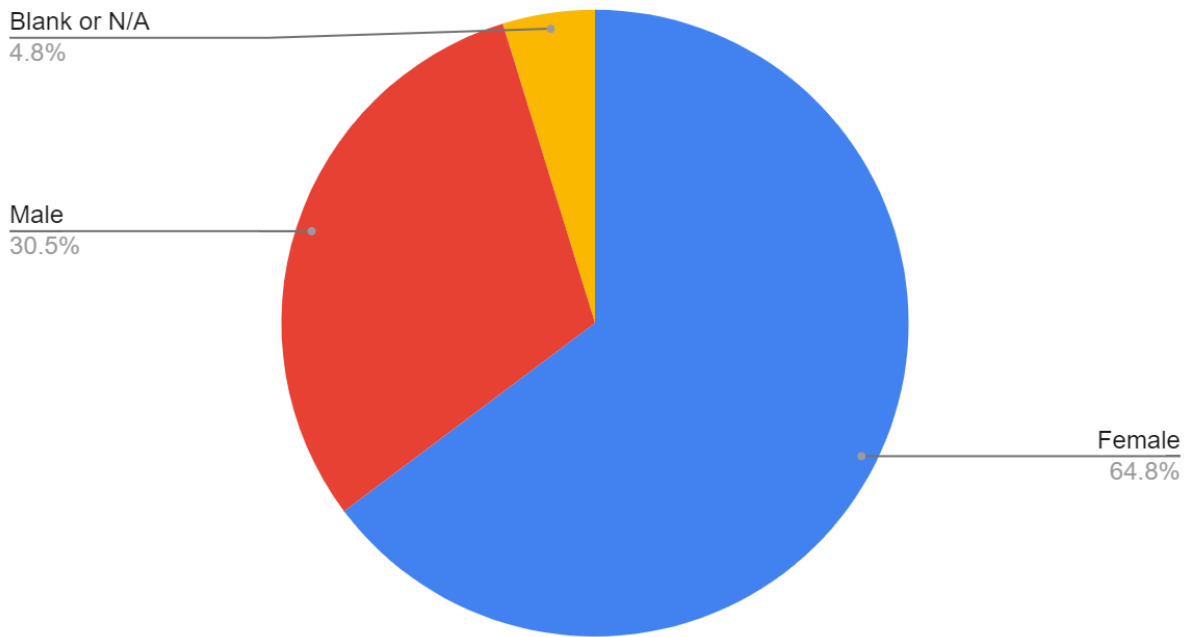


Figure 16: Care Team Cases by self reported gender

## Student Body by Gender

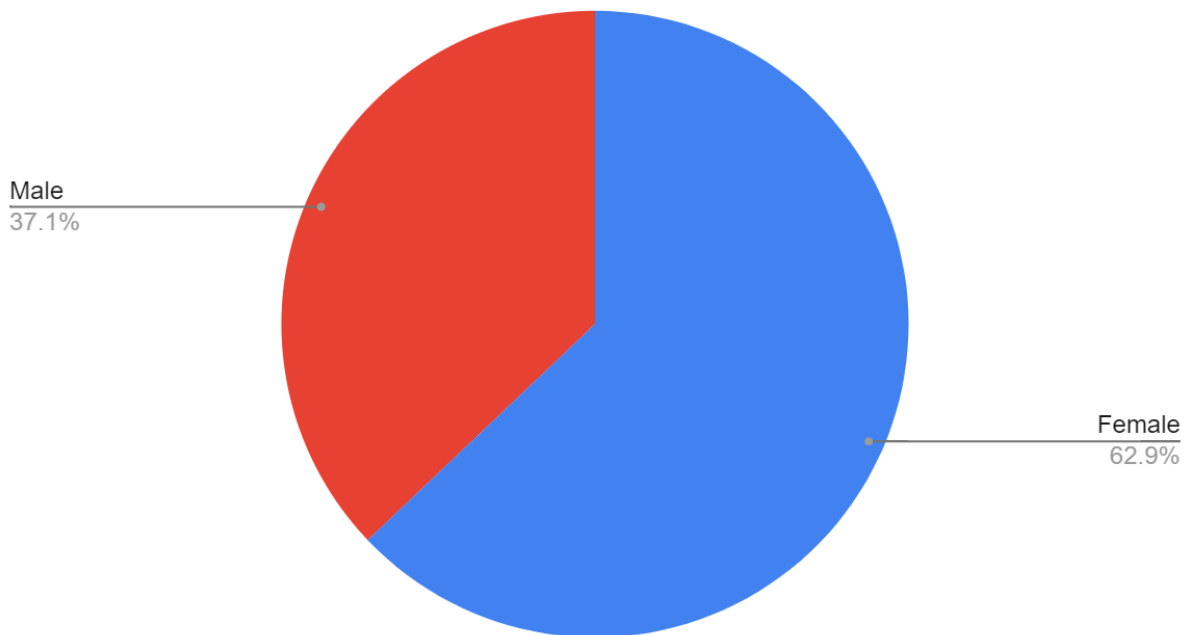


Figure 17: Student Body demographics by self reported gender

Data Source	Female	Male	Blank or N/A
Student Body	4518	2665	
Care Cases	259	122	19

*Table 4: Numbers of Students v. Care Cases by self reported gender*

The data indicate a slight under representation in reported cases relative to population numbers for male students, although the difference is minimal, especially given that some cases didn't have a gender marked for the student. It is difficult to know why this may have occurred. Again, we simply don't have data on students who identify as non-binary, on whether students have entered data based on assigned gender or gender identity, or whether their gender identity changed during the course of the academic year.

### By Number of Concerns

The following is the distribution of unique concerns by self identified gender for the Academic Year 2021/2022.



## Concerns by Gender: Female

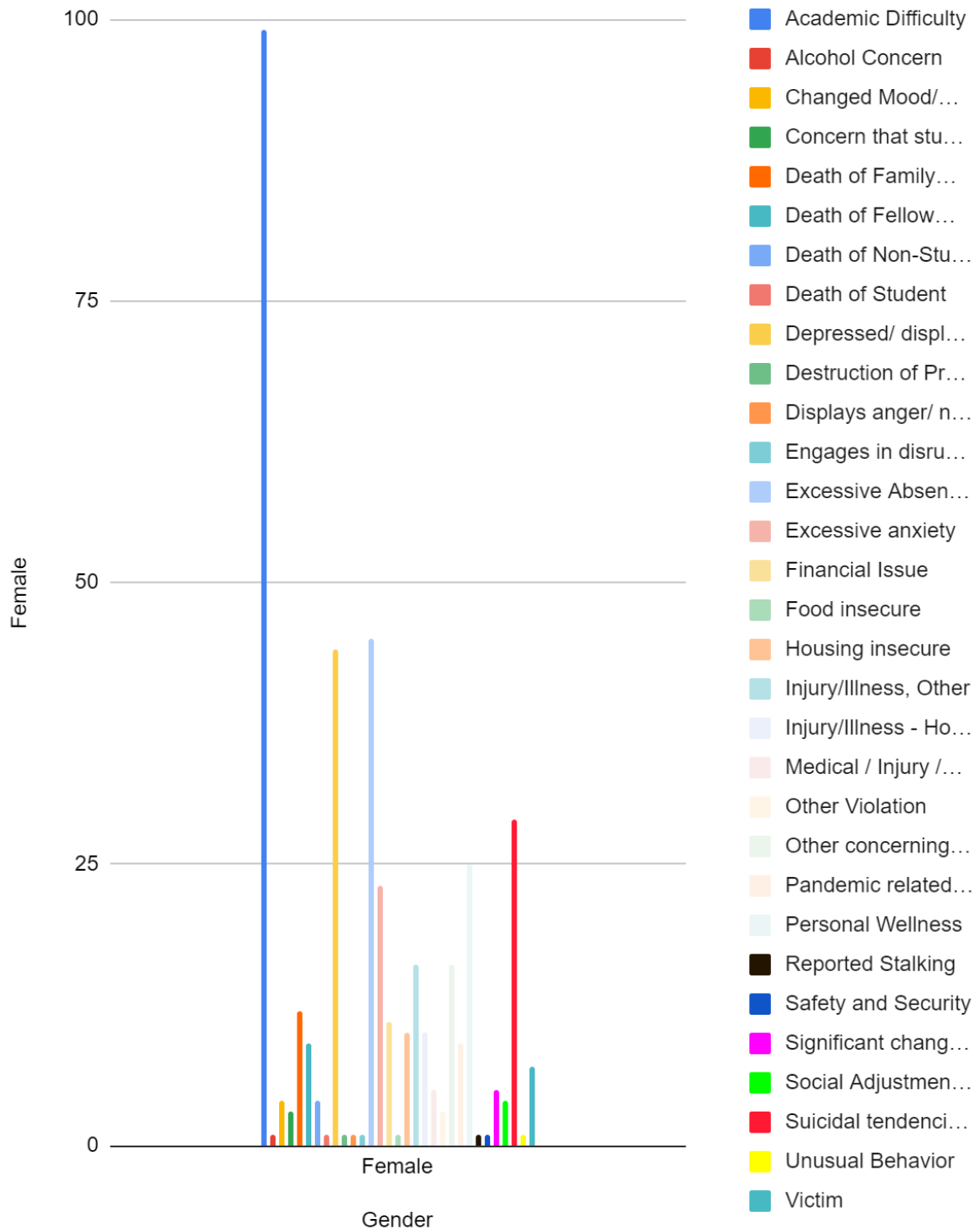


Figure 18: Number of concerns by self identified female students

## Concerns by Gender: Male

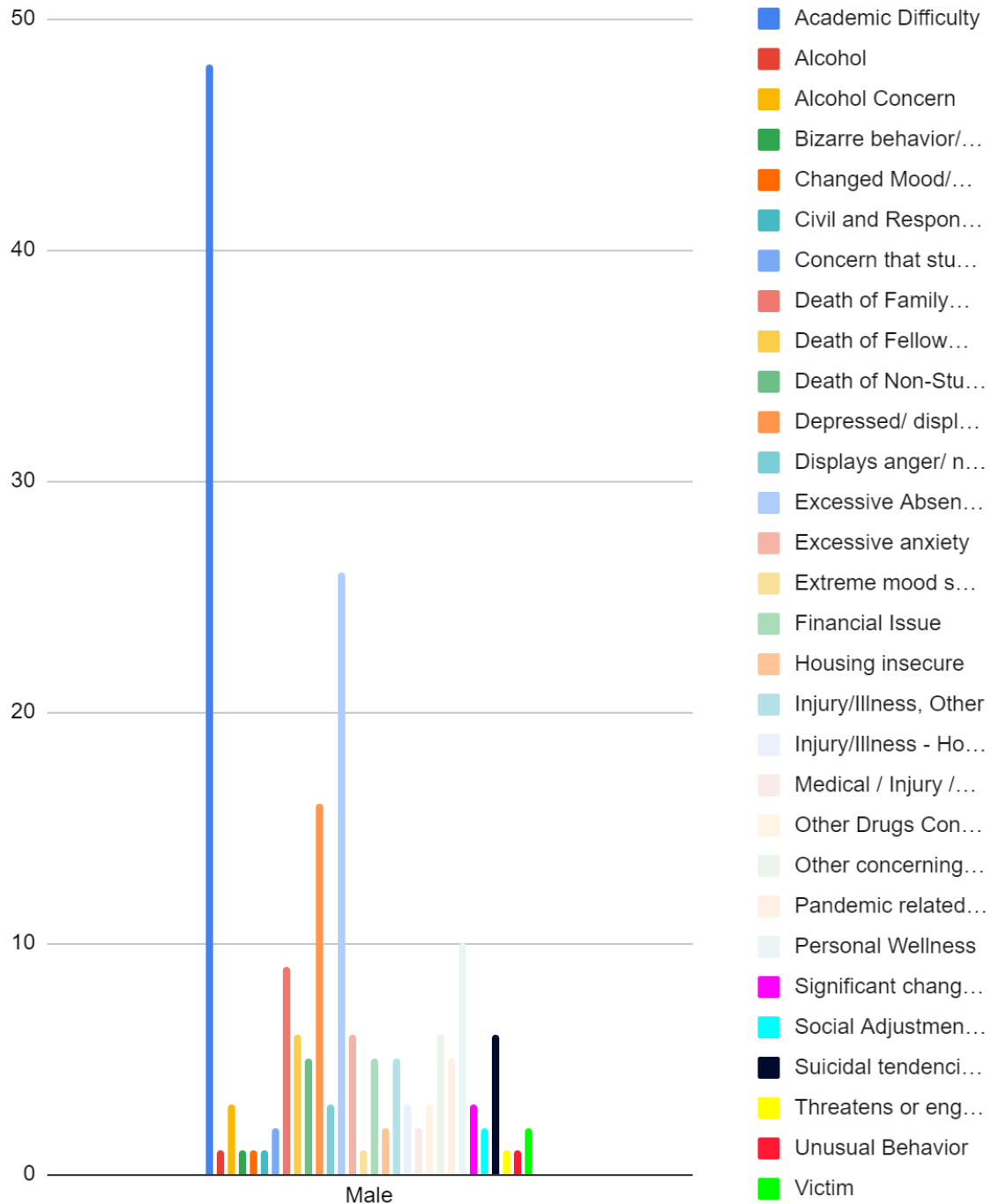


Figure 19: Number of concerns by self identified male students

## Concerns by Gender: None or N/A

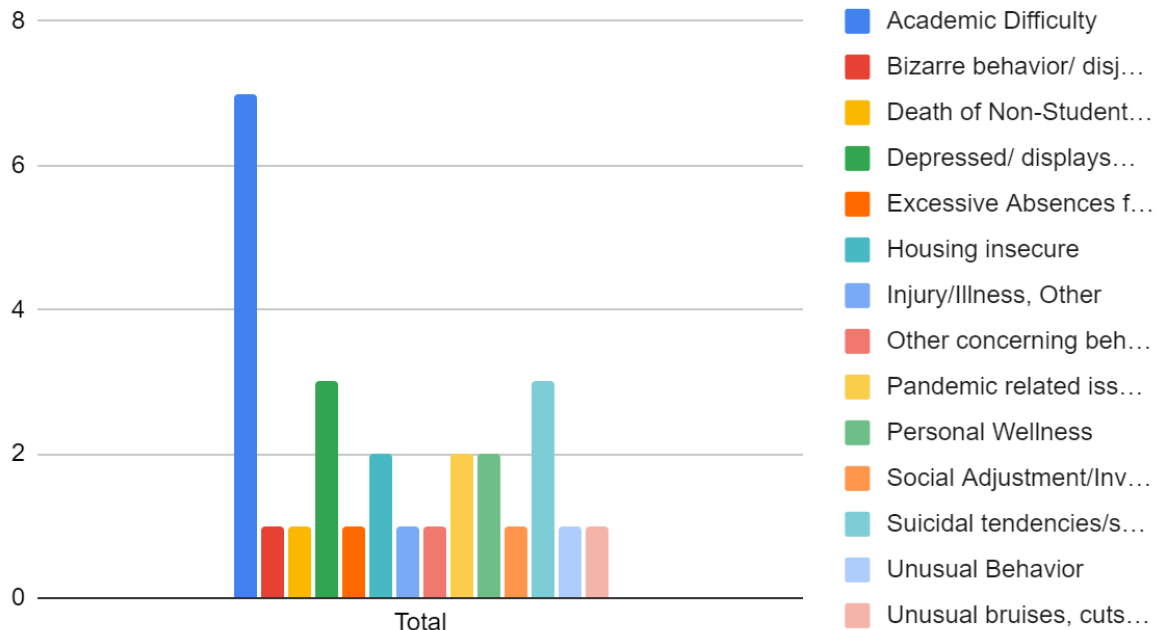


Figure 20: Number of concerns by students with no gender data available

## Group Affiliation

The following data pertains to four groups on campus, Athletics, Educational Opportunity Program (EOP), Greek Life, and Military and Veterans Resource Center (MAVRC). For each grouping, the data display the distribution of unique cases among subgroupings (e.g. Women’s Soccer, PUERTA, etc) as well as overall distribution of unique concerns for the larger group as whole (e.g. Athletics, EOP, etc.).

### Athletics

These are the numbers for unique cases and unique concerns for members of Athletic Teams that had a Care Team Case for the Academic Year 2021/2022. As a note, the students who were listed as being on the women’s soccer team were all men who were designated as “male practice players.”

## Athletes: Distribution of Cases

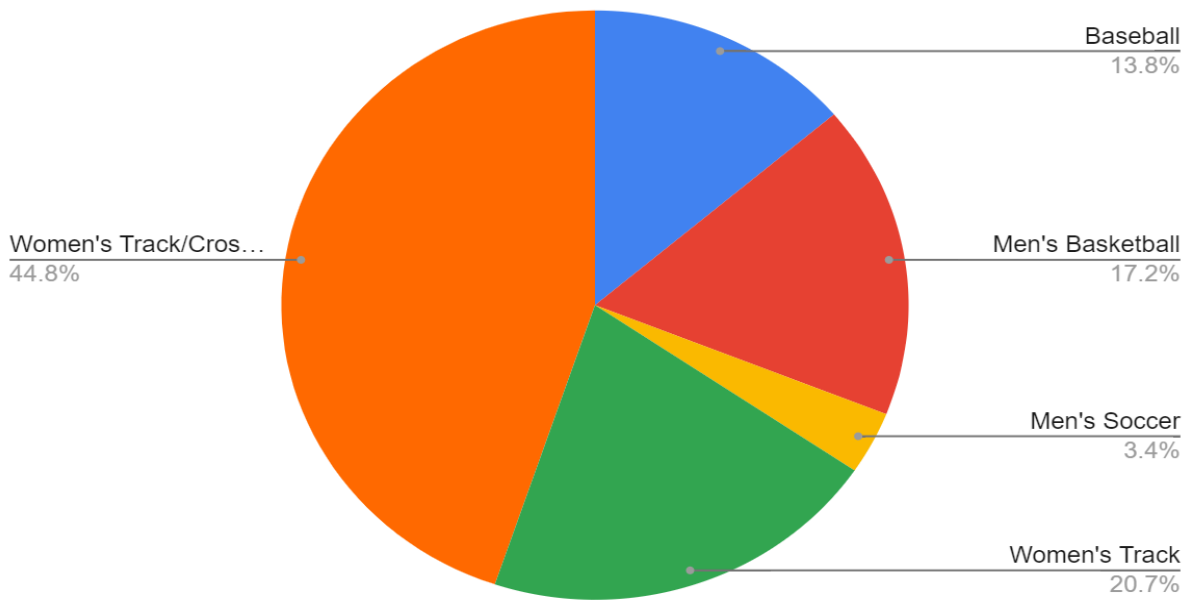


Figure 21: Distribution of Cases by Athletic Team

## Athletes: Distribution of Concerns

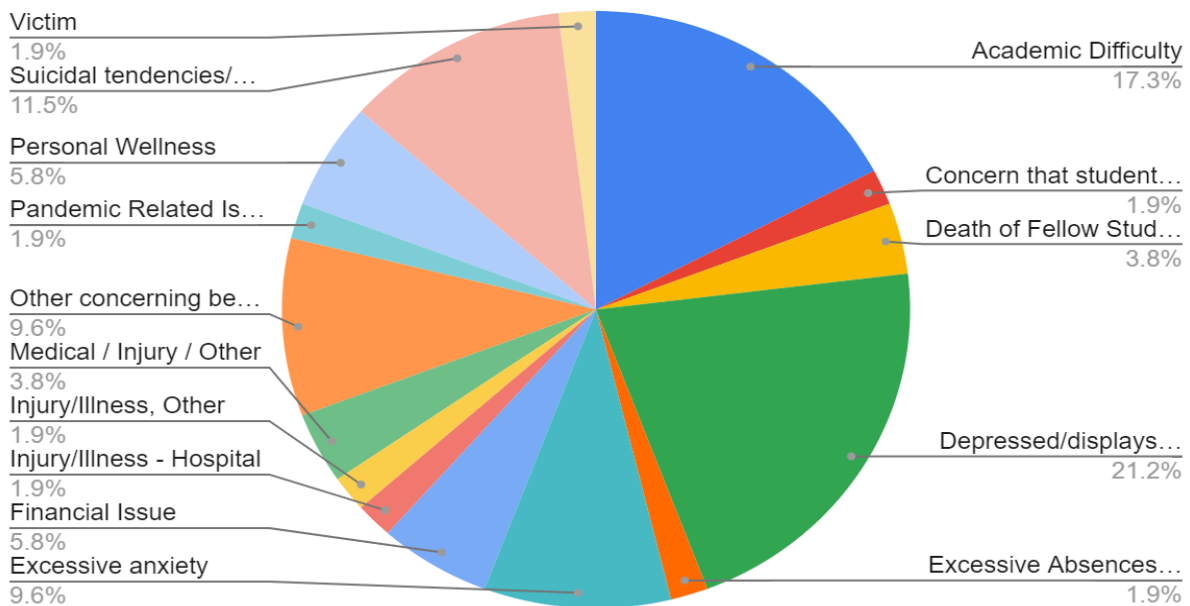


Figure 22: Distribution of concerns in for all athletic teams

	Academic Difficulty	Concern that student might be missing	Death of Fellow Student	Depressed	Excessive Absences from Class	Excessive anxiety	Financial Issue	Injury/Illness - Hospital
Baseball	2			1	1			
Men's Basketball	3			3		1		
Men's Soccer	1							
Women's Soccer			2				2	
Women's Track				2				
Women's Track/Cross Country	3	1		5		4	1	1

Table 5: Total concerns by athletic team part 1

	Injury/Illness , Other	Medical / Injury / Other	Other concerning behavior	Pandemic Related Issue	Personal Wellness	Suicidal tendencies/s elf-injurious behavior	Victim	Injury/Illness , Other
Baseball	1				1			1
Men's Basketball				1	1	1		
Men's Soccer								
Women's Soccer						1		
Women's Track		1	2		1	1		
Women's Track/Cross Country		1	3			3	1	

Table 6: Total concerns by athletic team part 2

## Disability Services for Students

In respect to student confidentiality, Disability Services for Students (DSS) was unable to share a list of their students with the Care Team, but they reviewed a list of the students served in the 2023-24 academic year and found that 22 of the students with Care cases were also registered with DSS. This means that 16.6% of the 368 students received services from both areas.

## EOP

These are the numbers for unique cases and unique concerns for members of EOP that had a Care Team Case for the Academic Year 2021/2022.

## EOP: Distribution of Cases

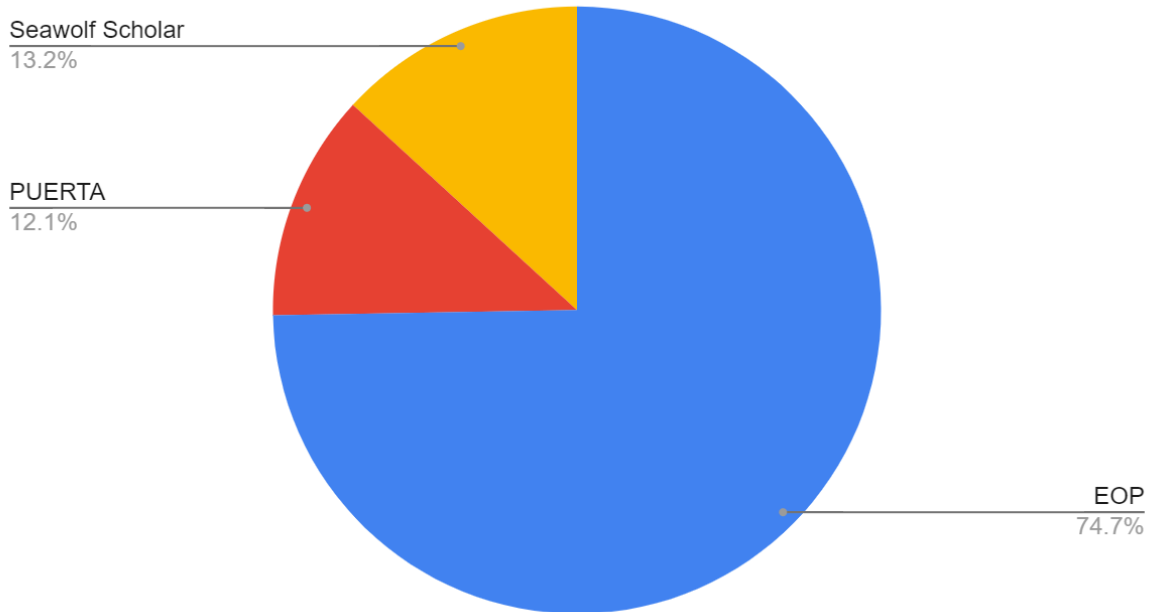


Figure 23: Distribution of Cases by EOP Program

## EOP: Distribution of Concerns

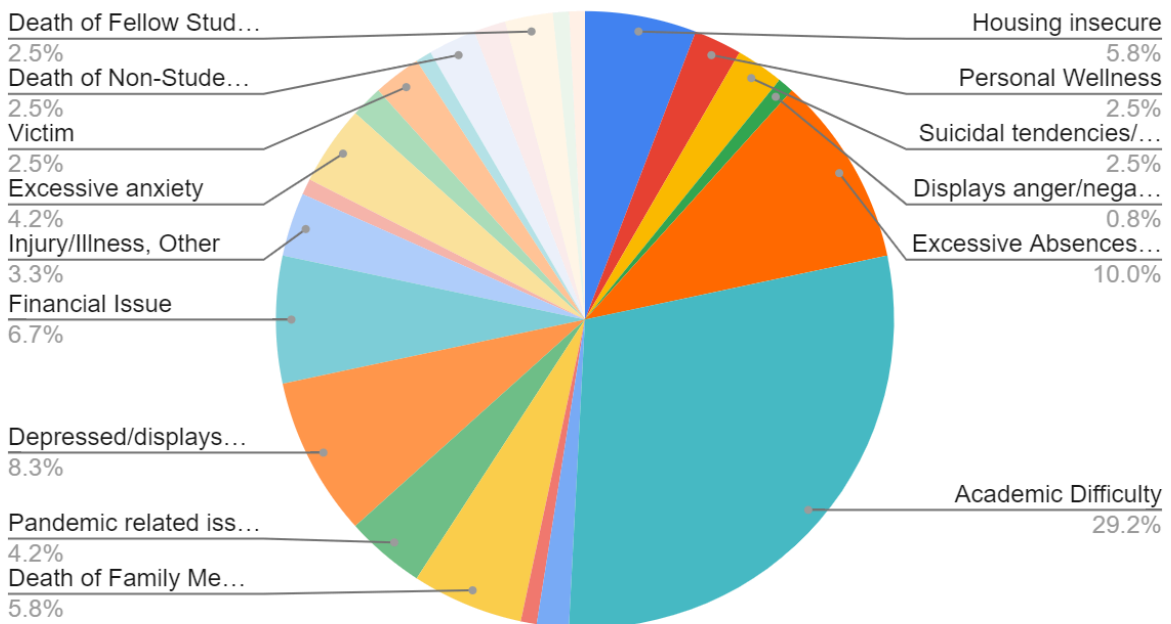


Figure 24: Distribution of Cases for all EOP programs

Program	Academic Difficulty	Alcohol	Changed Mood/Appearance	Death of Family Member	Death of Fellow Student	Death of Non-Student/Other	Depressed	Displays anger/negative emotions inappropriately	Excessive Absences from Class	Excessive anxiety	Financial Issue	Housing insecure
EOP	27		1	2	2	2	6	1	9	3	6	5
PUERTA	6	1		3	1		2		1	1	2	2
Seawolf Scholar	2			2		1	2		2	1		

Table 7: Total concerns for all EOP programs part 1

Program	Injury/Illness, Other	Injury/Illness - Hospital	Medical / Injury / Other	Other drugs concern	Other concerning behavior	Pandemic related issue(s)	Personal Wellness	Reported Stalking	Significant change in appearance/behaviors	Suicidal tendencies/self-injurious behavior	Victim
EOP	3	1	1	1		3	2		2	2	3
PUERTA					1		1				
Seawolf Scholar	1		1			2		1		1	
Dual PUERTA & Seawolf Scholar					1						

Table 8: Total concerns for all EOP programs part 2

## Greek Life

These are the numbers for unique cases and unique concerns for members of fraternities and sororities that had a Care Team Case for the academic year 2021/2022.

## Greek Life: Distribution of Cases

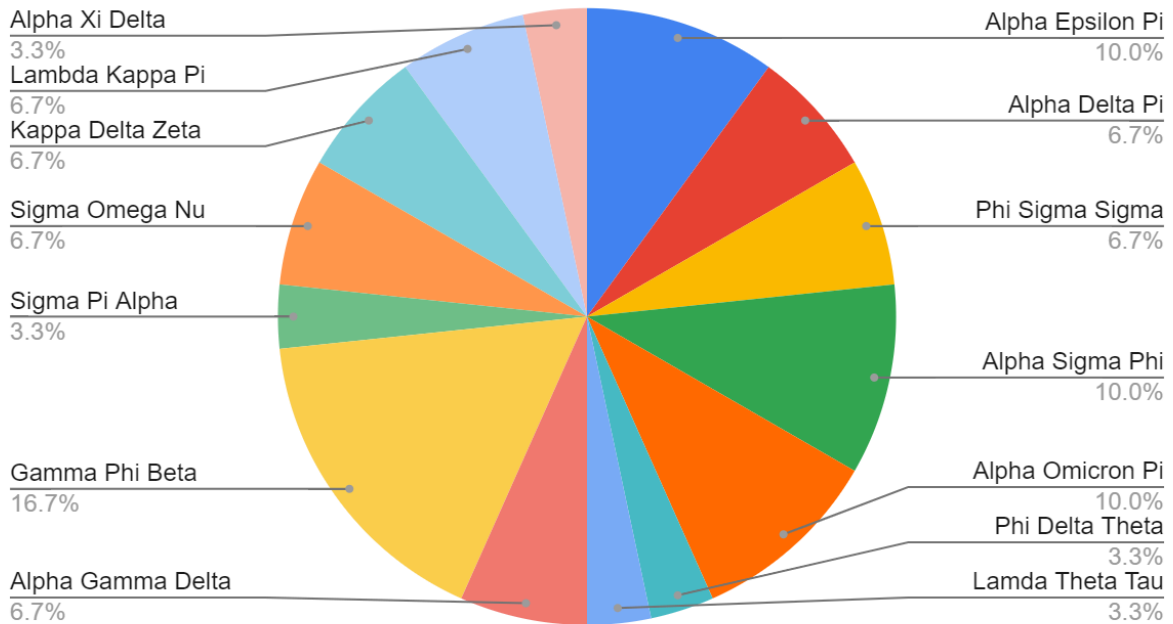


Figure 25: Distribution of Cases by Greek Organization

## Greek Life: Distribution of Concerns

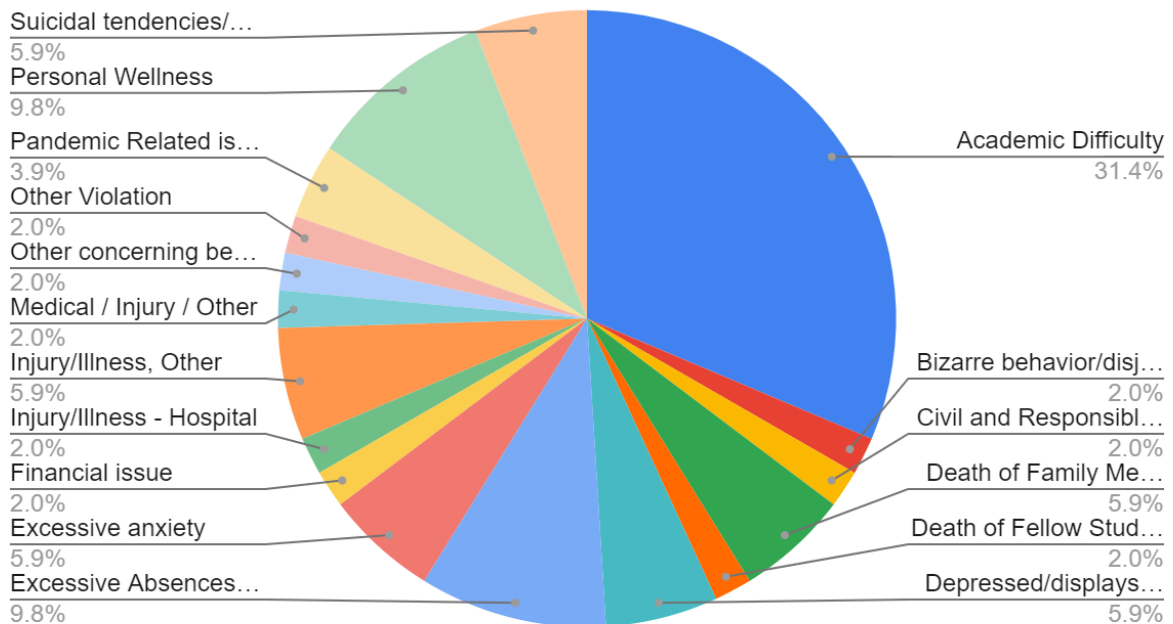


Figure 26: Distribution of concerns for all of Greek Life



	Academic Difficulty	Bizarre behavior/dissjointed thoughts	Civil and Responsible Behavior	Death of Family Member	Death of Fellow Student	Depressed	Excessive Absences from Class	Excessive anxiety	Financial issue
Alpha Delta Pi								1	
Alpha Epsilon Pi	1		1						
Alpha Gamma Delta	2			1					
Alpha Omicron Pi	1								
Alpha Sigma Phi	2	1							
Alpha Xi Delta	1						1		
Gamma Phi Beta	3			1			1	2	
Kappa Delta Zeta				1	1				
Lambda Kappa Pi						2	1		
Lambda Theta Tau									
Phi Delta Theta	1								
Phi Sigma Sigma	1								
Sigma Omega Nu	2						2		
Sigma Pi Alpha	2					1			1

Table 9: Total concerns by Greek Organization part 1

	Injury/Illnesses - Hospital	Injury/Illnesses, Other	Medical / Injury / Other	Other concerning behavior	Other Violation	Pandemic Related issue(s)	Personal Wellness	Suicidal tendencies/self-injurious behavior	Victim
Alpha Delta Pi							1		
Alpha Epsilon Pi								1	
Alpha Gamma Delta									
Alpha Omicron Pi		1		1		1		2	
Alpha Sigma Phi		1					1		
Alpha Xi Delta									
Gamma Phi Beta			1						
Kappa Delta Zeta									
Lambda Kappa Pi									2

Lamda Theta Tau			1					
Phi Delta Theta								
Phi Sigma Sigma						1		1
Sigma Omega Nu						1		
Sigma Pi Alpha	1					1		

Table 10: Total concerns by Greek Organization part 2

## MAVRC

This Academic Year the Care Team did not have any cases involving students that are part of MAVRC.

## Campus Housing

The following is the distribution of Unique concerns for students who lived on campus for the Academic Year 2021/2022.

### Housing: Distribution of Concerns

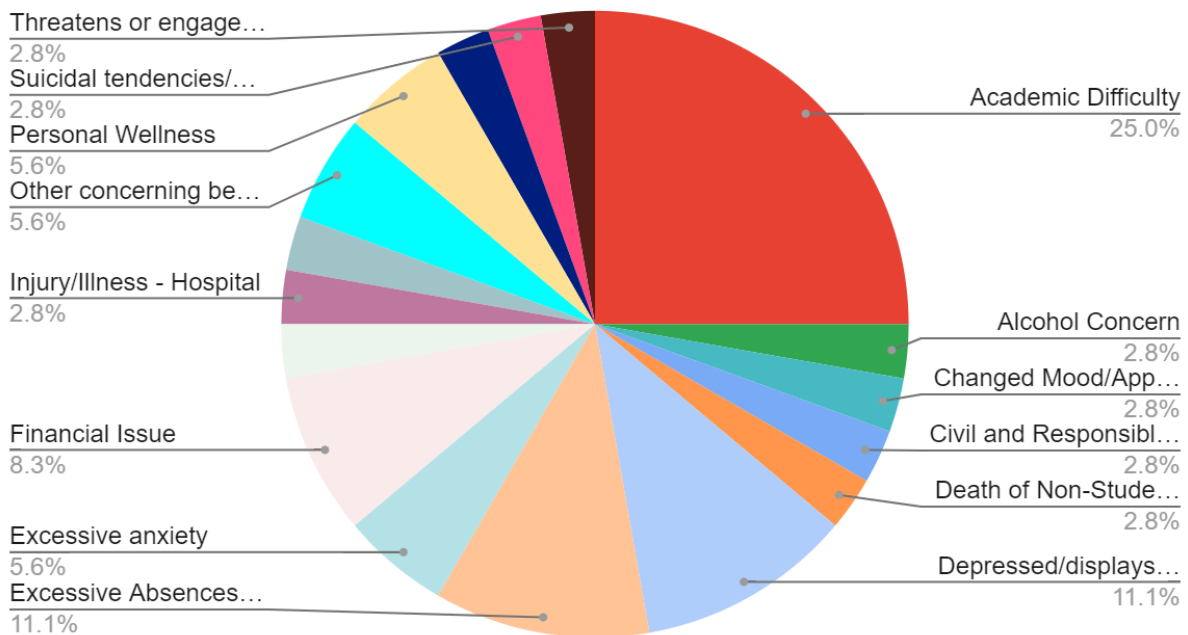


Figure 27: Distribution of Concerns for On Campus Students

Academic Difficulty	Alcohol	Alcohol Concern	Bizarre behavior/ disjointed thoughts	Changed Mood/ Appearance	Civil and Responsible Behavior	Concern that student may be missing	Death of Family Member	Death of Fellow Student	Death of Non-Student /Other
106	1	7	2	6	1	5	18	19	7
Death of Student	Depressed /displays persistent sadness/unexplained crying	Destruction of Property	Displays anger/ negative emotions inappropriately	Engages in disruptive classroom behavior	Excessive Absences from Class	Excessive anxiety	Extreme mood swings	Financial Issue	Food insecure
2	67	0	7	0	53	33	2	11	2
Housing insecure	Injury/ Illness, Other	Injury/ Illness - Hospital	Medical / Injury / Other	Other Drugs Concern	Other Violation	Other concerning behavior	Pandemic related issue(s)	Personal Wellness	
5	24	14	4	4	5	39	18	51	
Reported Stalking	Safety and Security	Significant change in appearance /behaviors	Social Adjustment /Involvement	Suicidal tendencies/ self-injurious behavior	Threatens or engages in violent behavior (written/ verbal)	Unusual Behavior	Unusual bruises, cuts, abrasions, or scrapes	Victim	
2	2	11	12	50	1	2	0	12	

Table 11: Total concerns for On Campus Students

## Basic Needs

It is impossible to compare numbers directly as Basic Needs cases weren't all tracked through Maxient, and their avenues for assistance don't correspond with the concern categories we have in Maxient. This section is just to roughly compare how many cases that concern Financial, Food, and Housing Insecurity come to the Care Team first before being directed to BNI. Note that not all cases that come to the Care Team go to Basic Needs if the issue can be worked out before intervention is needed, and obviously not all BNI cases come to the Care Team first.

Program	Financial Insecurity	Food Insecurity	Housing Insecurity
Basic Needs	180	1947	8
Care Team	17	0	15

Table 12: Basic Needs cases v. Care Team cases

Service/Program	Number of Students Assisted
Emergency Assistance Grants <i>(Through HEERF and other one-time grants)</i>	168
Student Emergency Grants <i>(Through Maxient and ongoing BNI specific funding)</i>	12
Short-Term Emergency Housing	8
Cal Fresh <i>(Assisted with intake, doesn't necessarily mean accepted or applied)</i>	204
Lobo's Pantry	1,743

*Table 12: Breakdown of assistance provided by the Basic Needs Initiative*

## Academics

### Degree Programs

The following are Unique Cases and Unique concerns by degree program for the Academic Year of 2021/2022. Some programs have been combined to make the data easier to read (e.g. Biology BA and BS). Due to the current integration system, there are a significant number of students who have an unknown major, which is separate from undeclared.

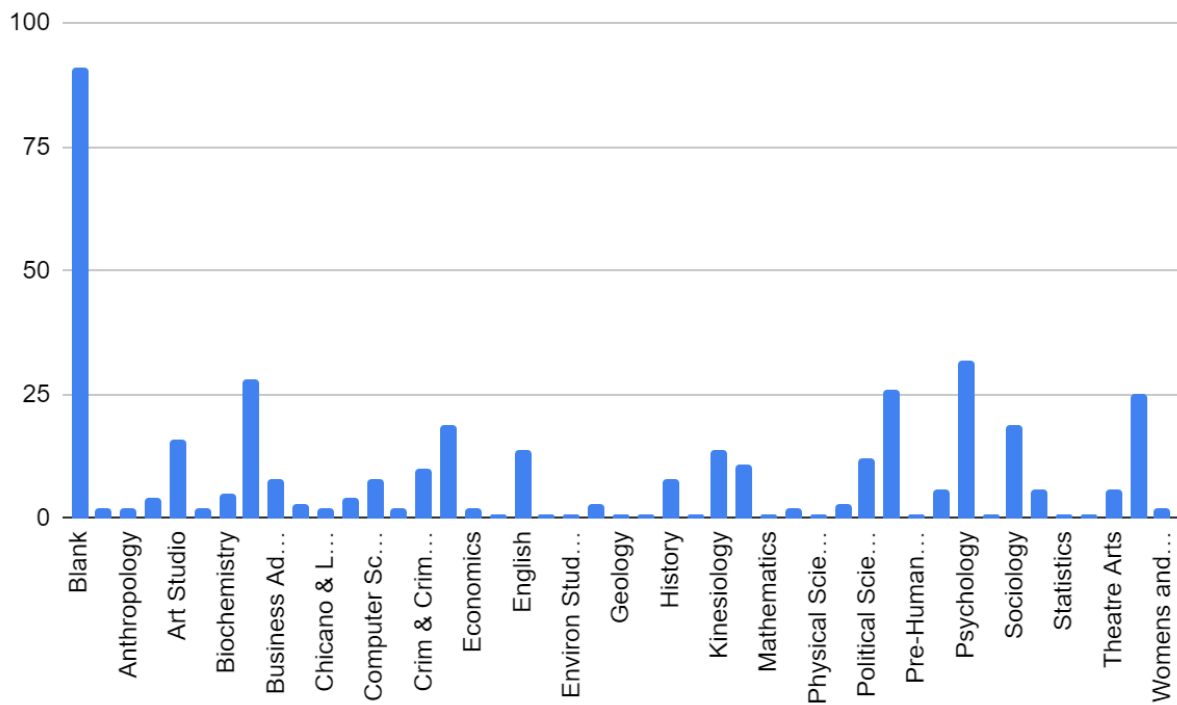


Figure 28: Distribution of cases by academic program

## Classification

The following is data regarding the students involved with the Care Team based on their Classification, or grade, status. Note that the more inclusive term First Year is used in place of Freshman. Additionally, Maxient places students into these classifications based on their academic progress; a student might be in their 5th year at SSU, but would still be classified in this context as a senior.

## Classification: Distribution of Cases

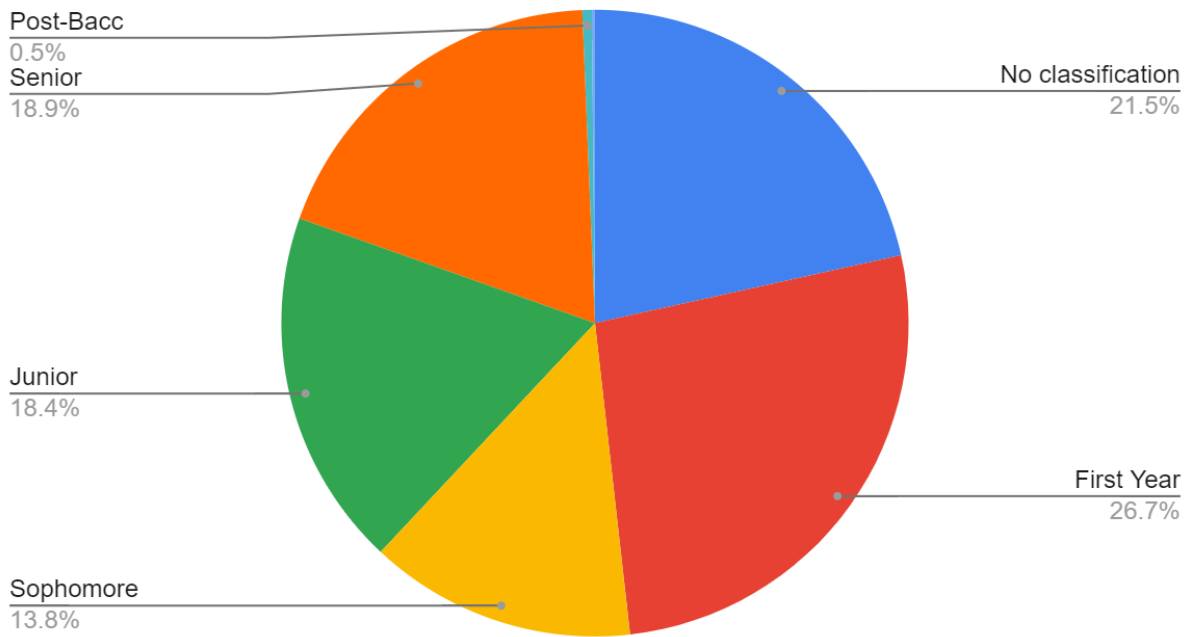


Figure 29: Distribution of cases by classification type

## First Year: Distribution of Concerns

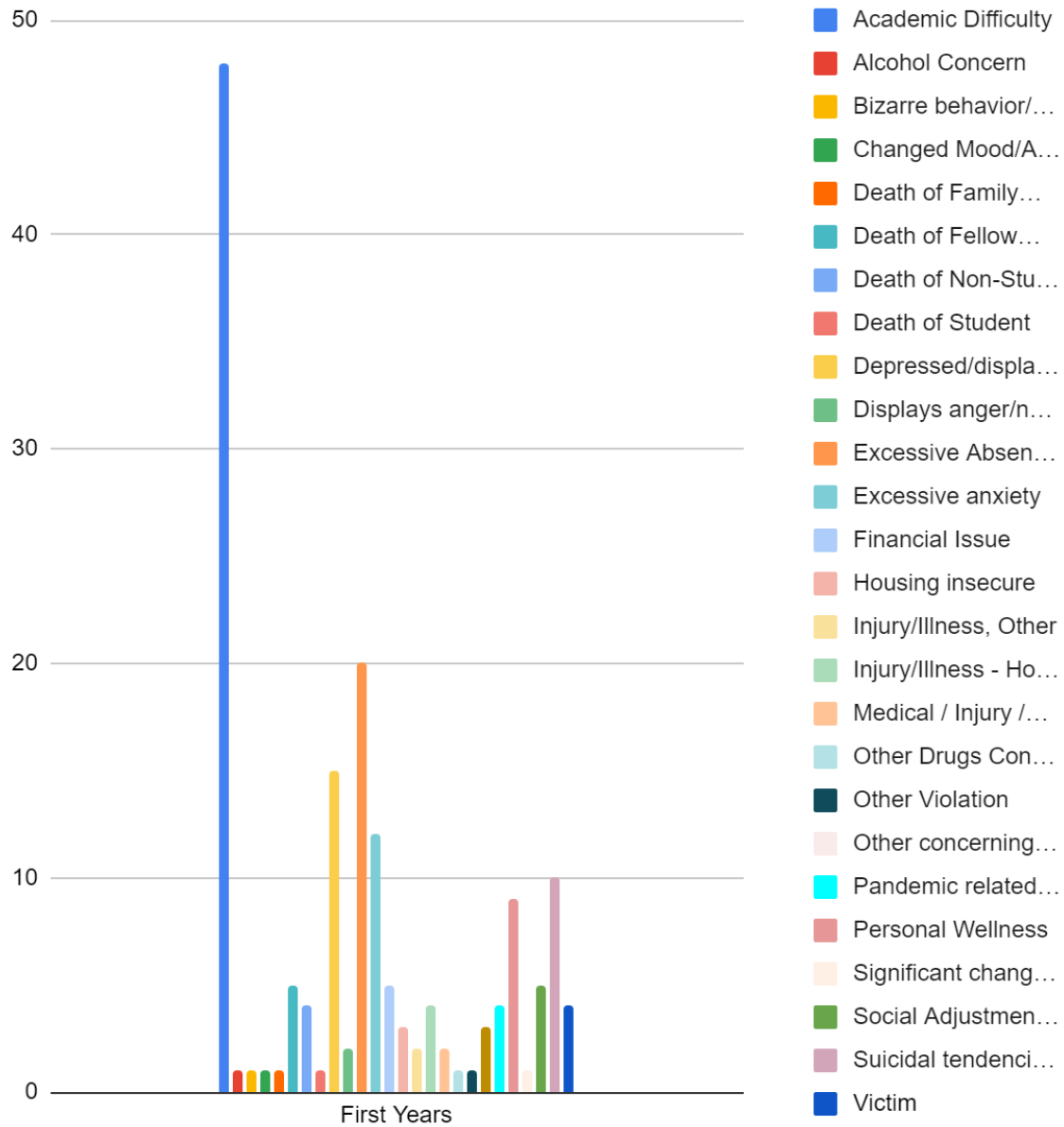


Figure 30: Distribution of concerns for first year students

## Sophomore: Distribution of Concerns

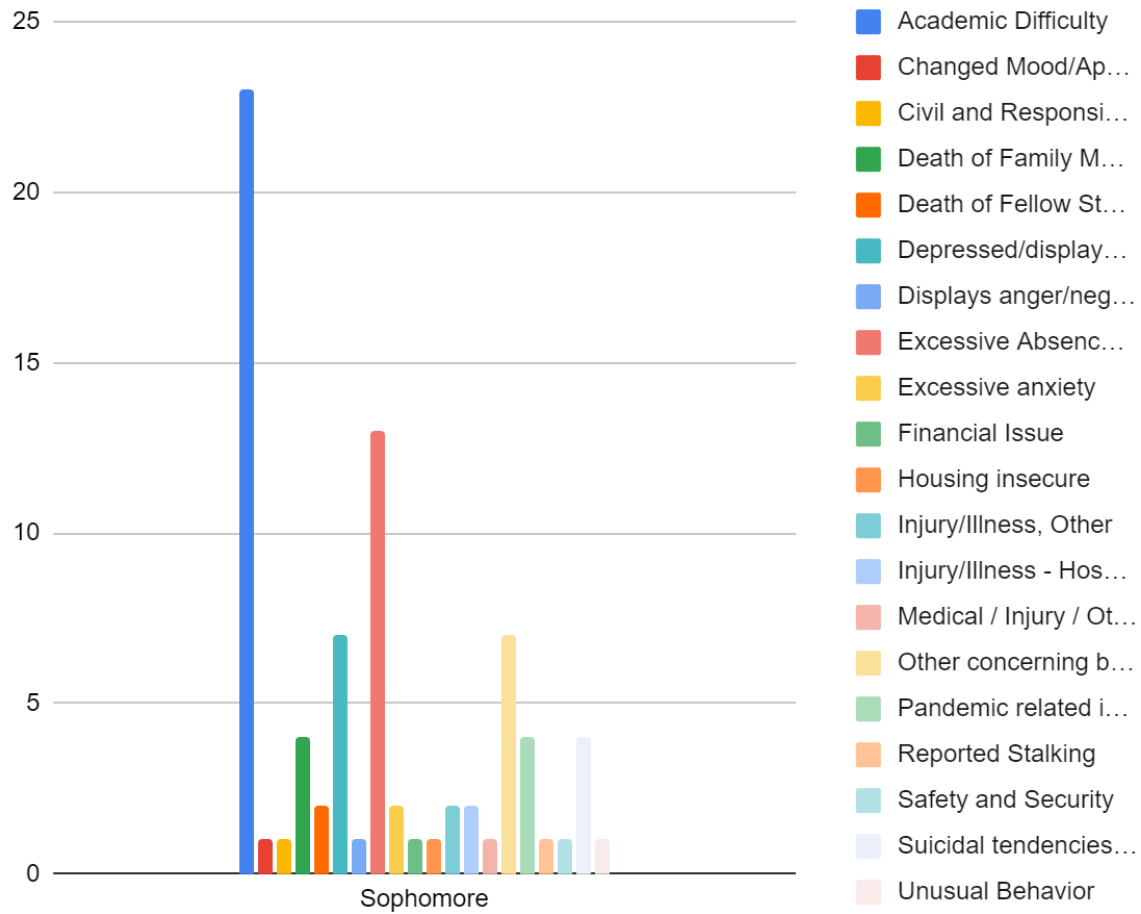


Figure 31: Distribution of concerns for sophomore students



## Junior: Distribution of Concerns

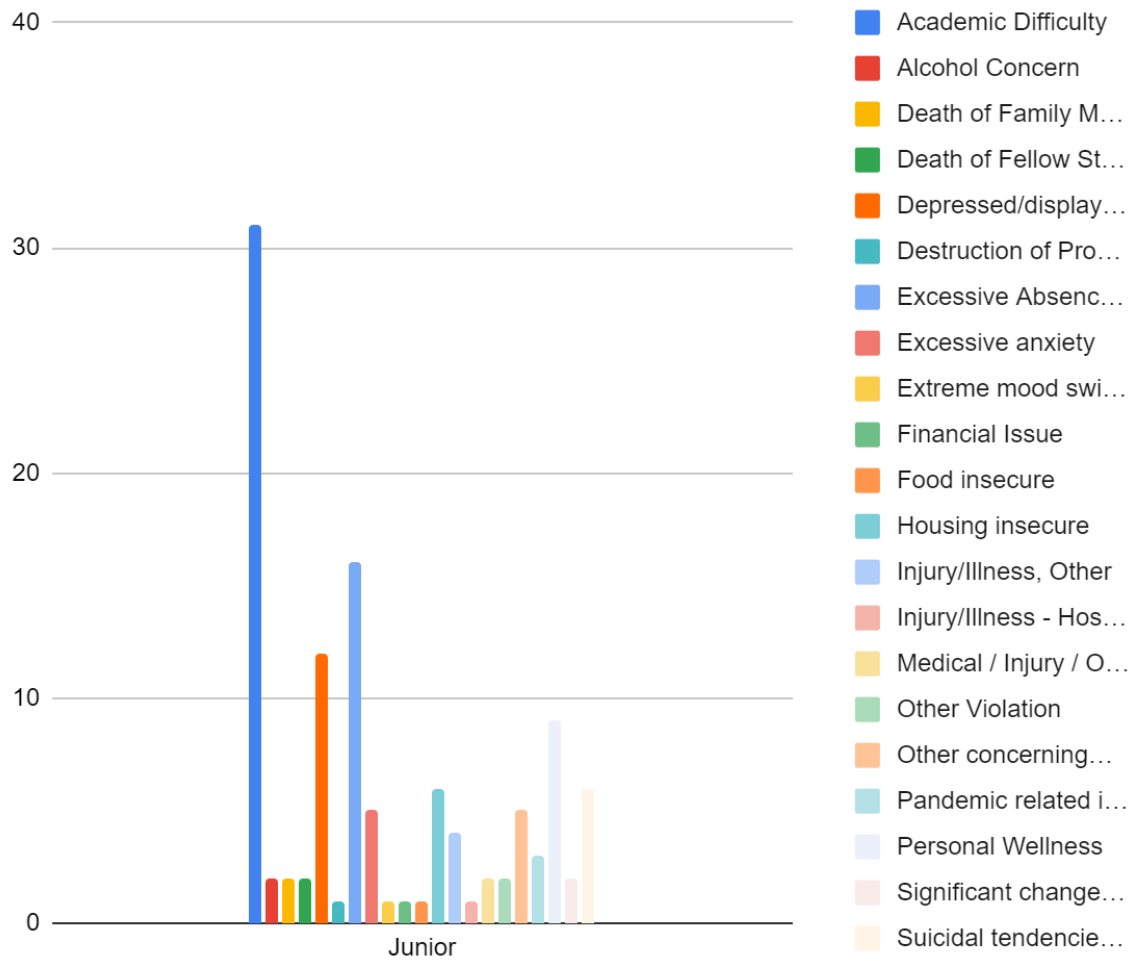


Figure 32: Distribution of concerns for junior students

## Senior: Distribution of Concerns

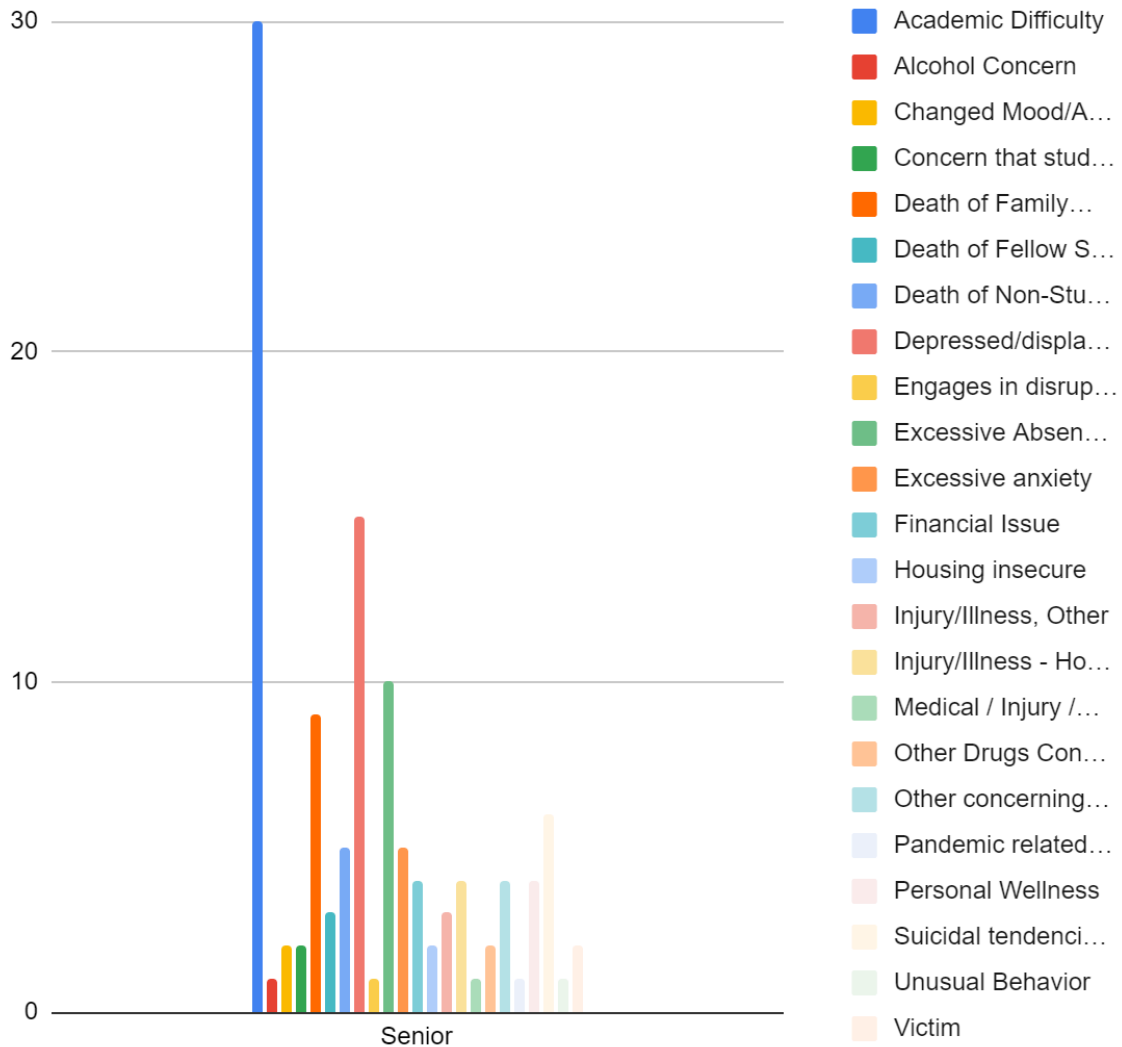


Figure 33: Distribution of concerns for senior students

## Post-Bacc/Grad vs. Classification

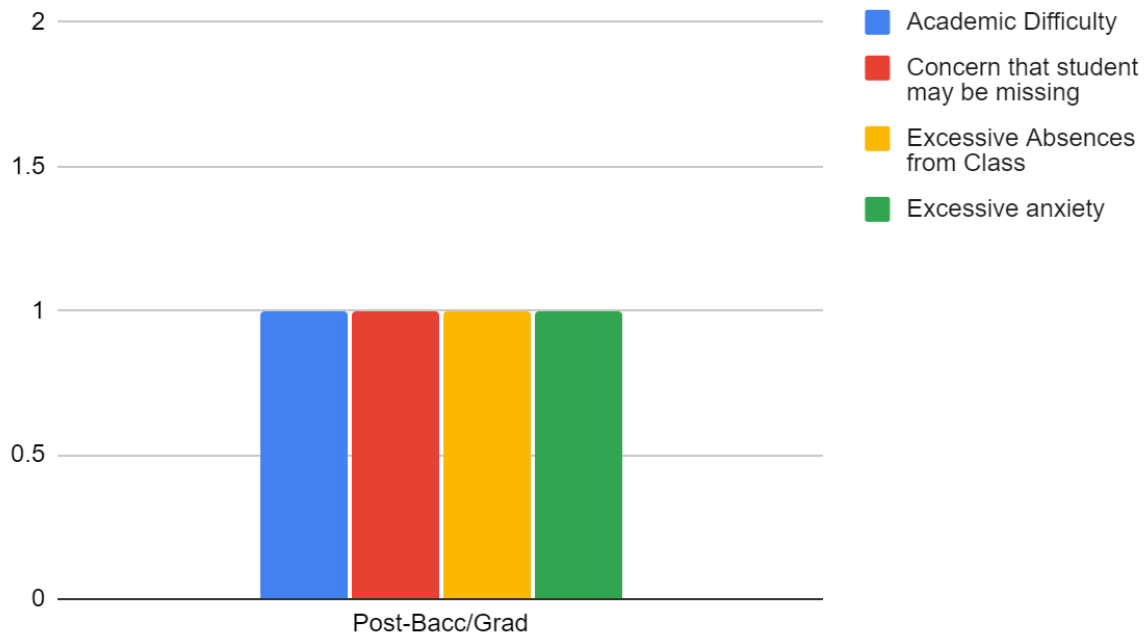


Figure 34: Distribution of Concerns for post-bacc/graduate students

## Reporters

This final section is analysis of where Care Team referrals are being submitted by. Maxient is limited in the selection for referral source (e.g., The Hub is not an option, and is recorded under staff).

## Distribution of Referral Source

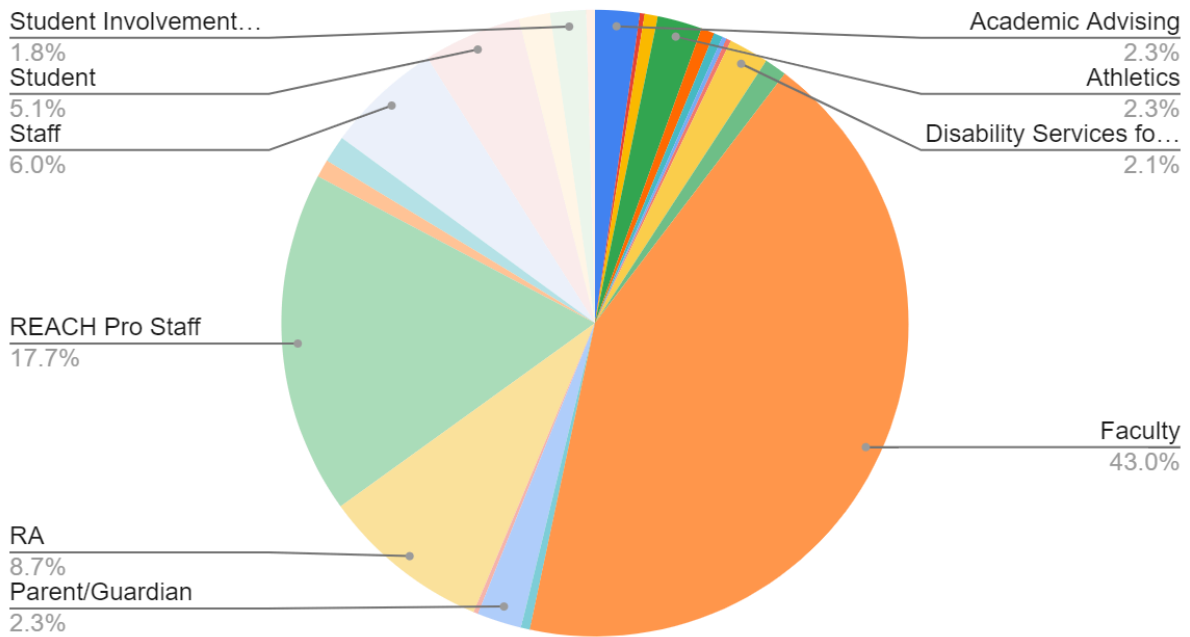


Figure 35: Distribution of Care Case referral sources

Referring Agency	Total Referred
Academic Advising	10
Academic Affairs	1
Anonymous	3
Athletics	10
CAPS	3
Club Leadership	1
Confidential Advocate	1
Disability Services for Students	9
EOP	5
Faculty	187
OPHD	2
Parent/Guardian	10
RA	38
REACH Pro Staff	77
Rec Center	4
Self Reported	6

Staff	26
Student	22
Student Health Center	7
Student Involvement Professional Staff	8
University Police	2

*Table 13: Total referrals by reporting party*