Understanding the Profile of Our Students: Part II

Presented By
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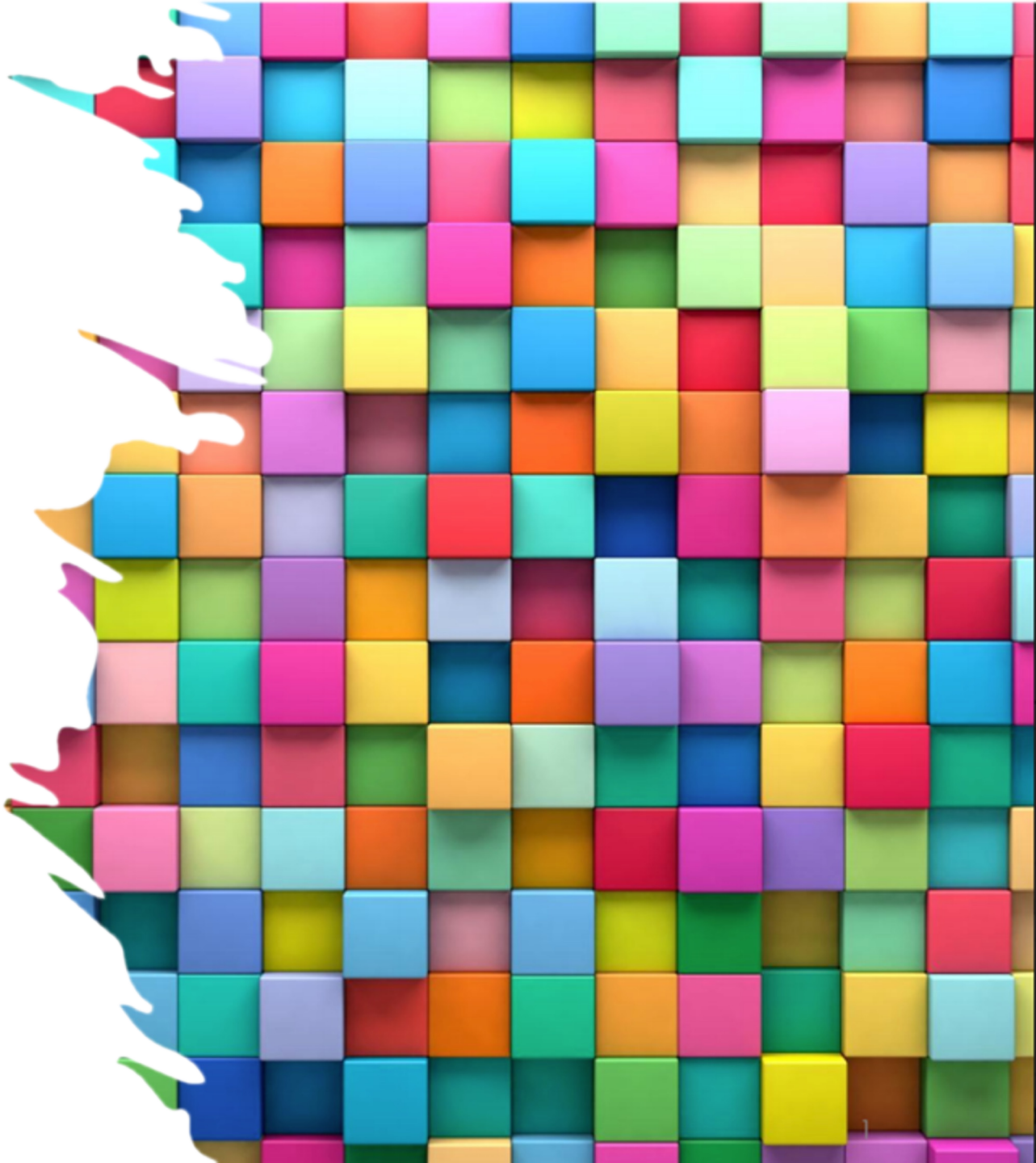
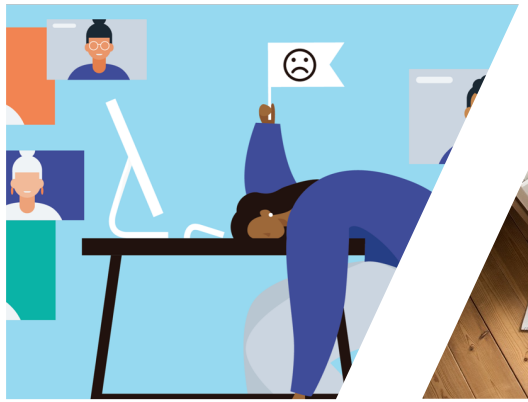




Our work and lives have been greatly impacted by the global pandemic

The Global Pandemic Caused Major Disruptions to Critical Mental Health Services

- Over 60% reported disruptions to mental health services for **vulnerable people**, including **children and adolescents** (72%), **older adults** (70%), and **women** requiring antenatal or postnatal services (61%).
- 67% saw disruptions to counseling and psychotherapy; 65% to critical harm reduction services; and 45% to opioid agonist maintenance treatment for opioid dependence.
- More than a third (35%) reported disruptions to emergency interventions, including those for people experiencing prolonged seizures; severe substance use withdrawal syndromes; and delirium, often a sign of a serious underlying medical condition.
- 30% reported disruptions to access for medications for mental, neurological and substance use disorders.
- Around three-quarters reported at least partial disruptions to school and workplace mental health services (78% and 75% respectively).

Source: https://www.who.int/news/item/05-10-2020-covid-19-disrupting-mental-health-services-in-most-countries-who-survey

This has been
a time of reflection
and
demand for change

The National Higher Education Equity Landscape

- ❑ Increase in bias and hate incidents
- ❑ Rise in activism and public demonstrations (in person and online)
- ❑ Demand for equity and fair treatment
- ❑ Polarizing media messages
- ❑ Disproportionate pandemic impact on vulnerable communities

2020
2021

2021
2022

What do we mean when we are discussing diversity?

Identity & Intersectionality

Today's College Student

9%
of college students are first-generation immigrants.

42%
of college students are students of color.

37%
today's students are older than 25.

34%
of undergraduates are the first in their families to attend college.

9%
of college students reported being homeless within the past year.

36%
of college students reported not knowing where their next meal was coming from.

31%
of college students come from families at or below the Federal Poverty Guideline. The majority of college students (53%) come from families at or below twice the poverty level.

64%
of college students work, and 40% of them work full time.

49%
of college students are financially independent from their parents.

6%
of college students serve or have served in the U.S. armed forces.

24%
of college students have children or other dependents.

57%
of students live independently – away from their parents or campus housing.

68%
of bachelor's earners graduate with student loan debt, owing an average of $30,100.

45%-85%
Graduates with loan debt: 85% (black), 69% (white), 66% (Latino), 45% (Asian-American).

$25k+
Average student loan debt among bachelor's holders: $34k (black), $30.1k (white), $25,450 (Latino and Asian-American).

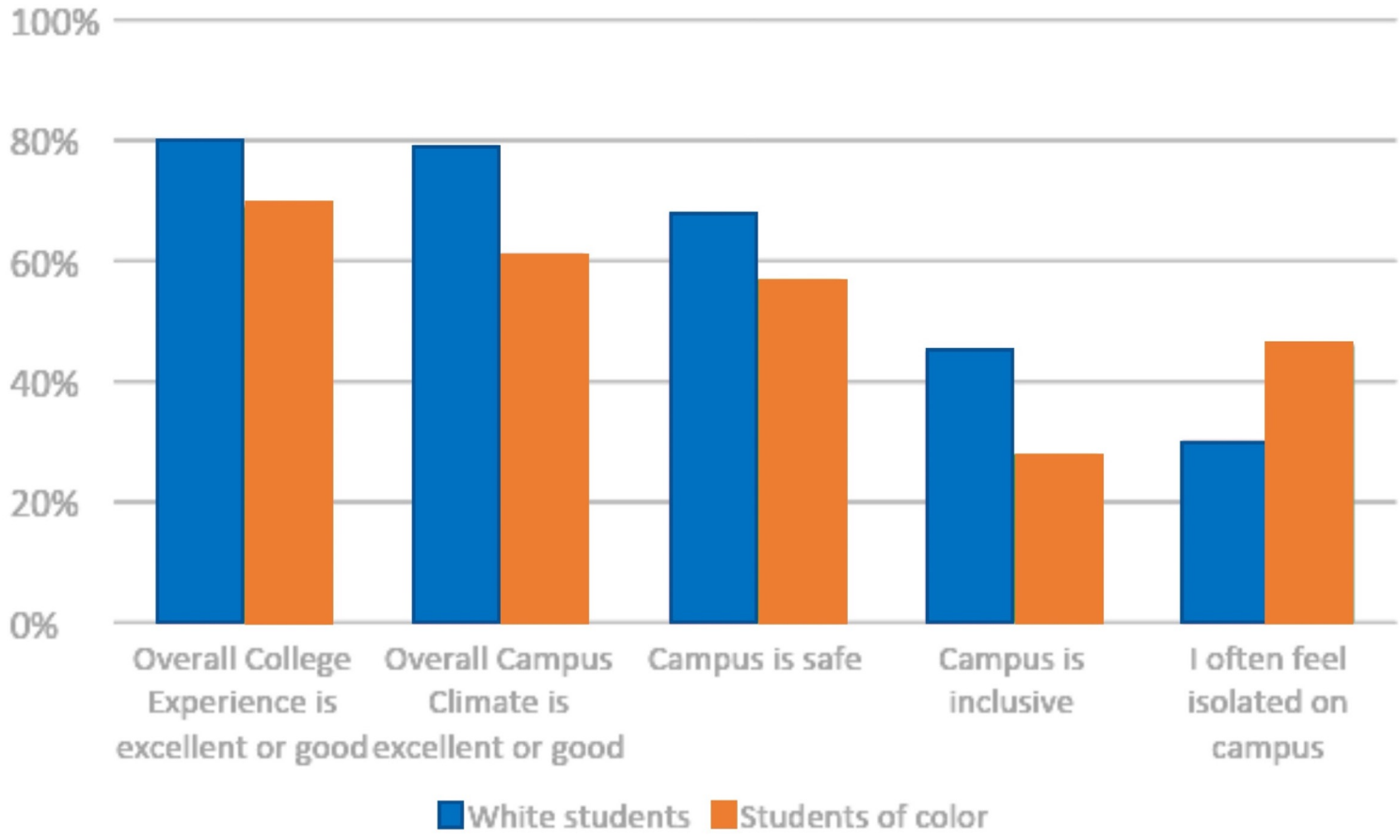
$26.9k+
Average undergraduate student loan debt by institution type: $26.9k (public), $31,450 (nonprofit), $39.9 (for-profit).

Source: https://www.luminafoundation.org/resource/todays-student/

Differences in College Experiences

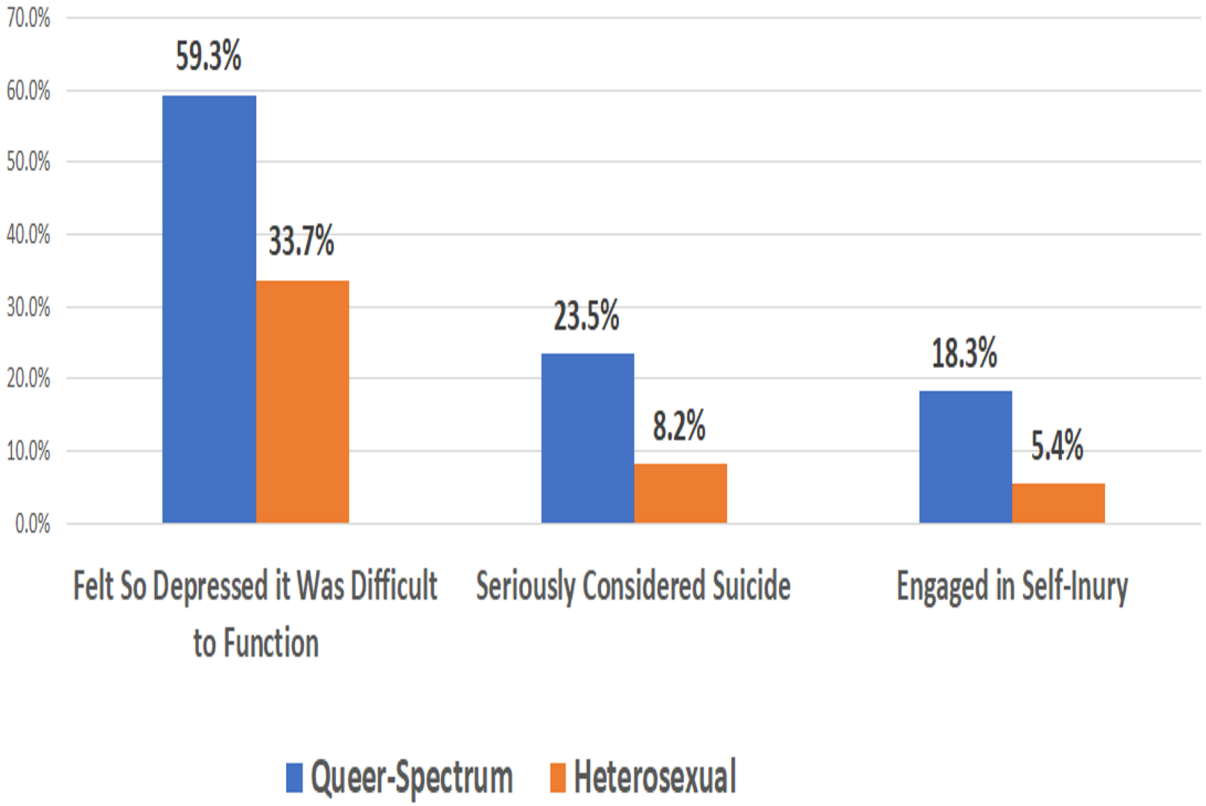
The college experience is rated LESS favorably by students of color

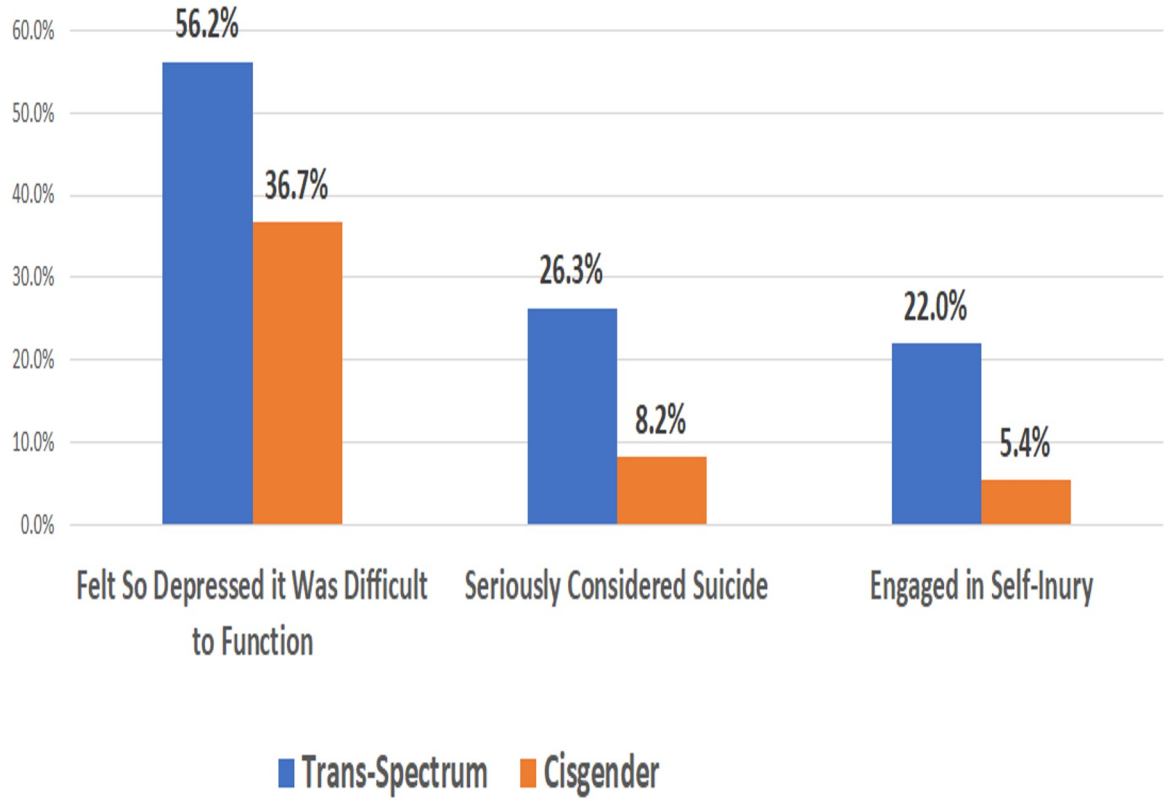
*all differences are statistically significant



Source: 2017 JED, Steve Fund, Nielsen survey of 1,000 college students

Mental Health: Queer & Trans Students

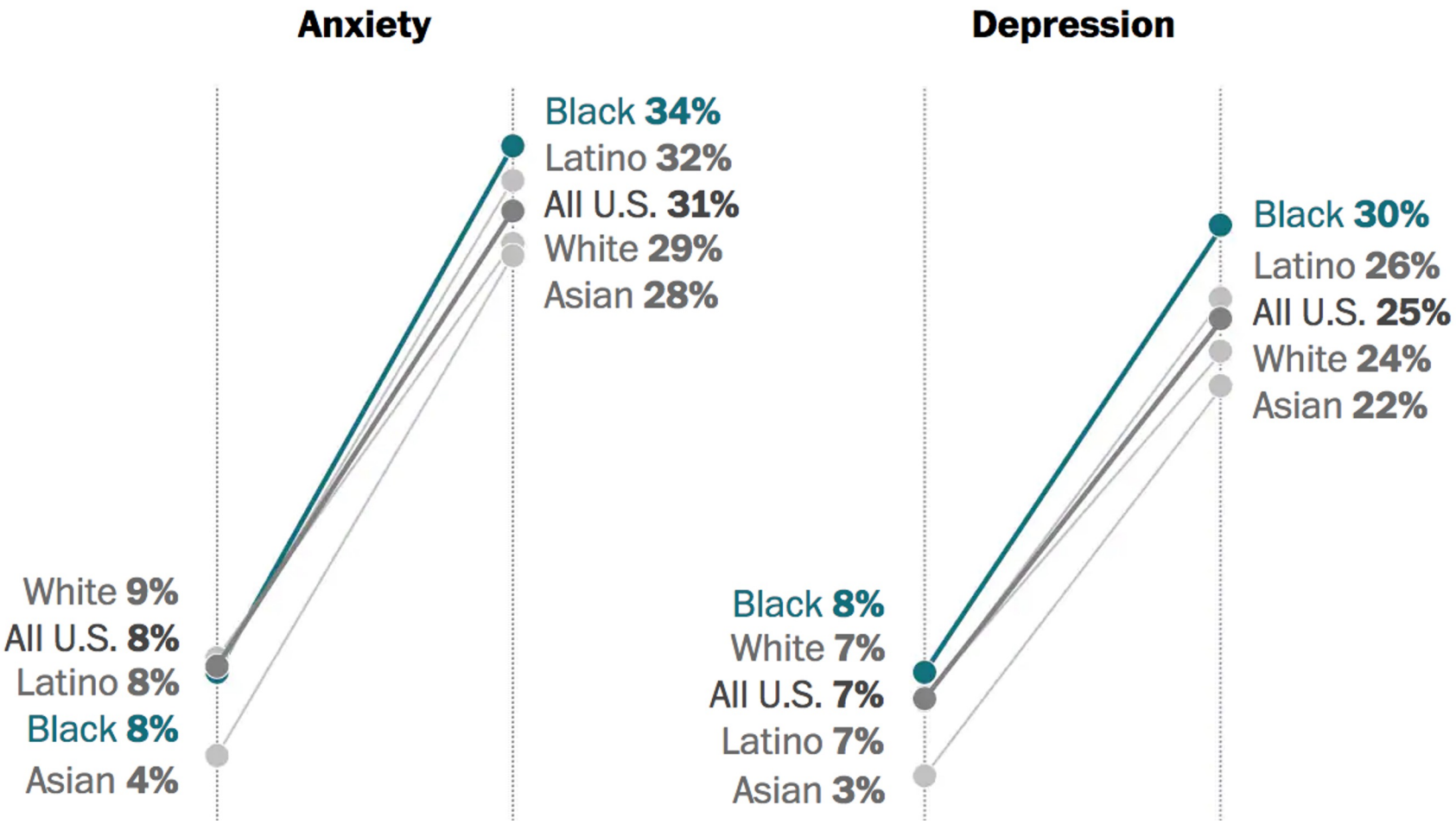




Source: Source: https://tylerclementi.org/wp-content/uploads/2019/07/2018-White-Paper.pdf

Anxiety and depression symptoms have more than tripled since 2019, with black Americans shouldering the heaviest burden

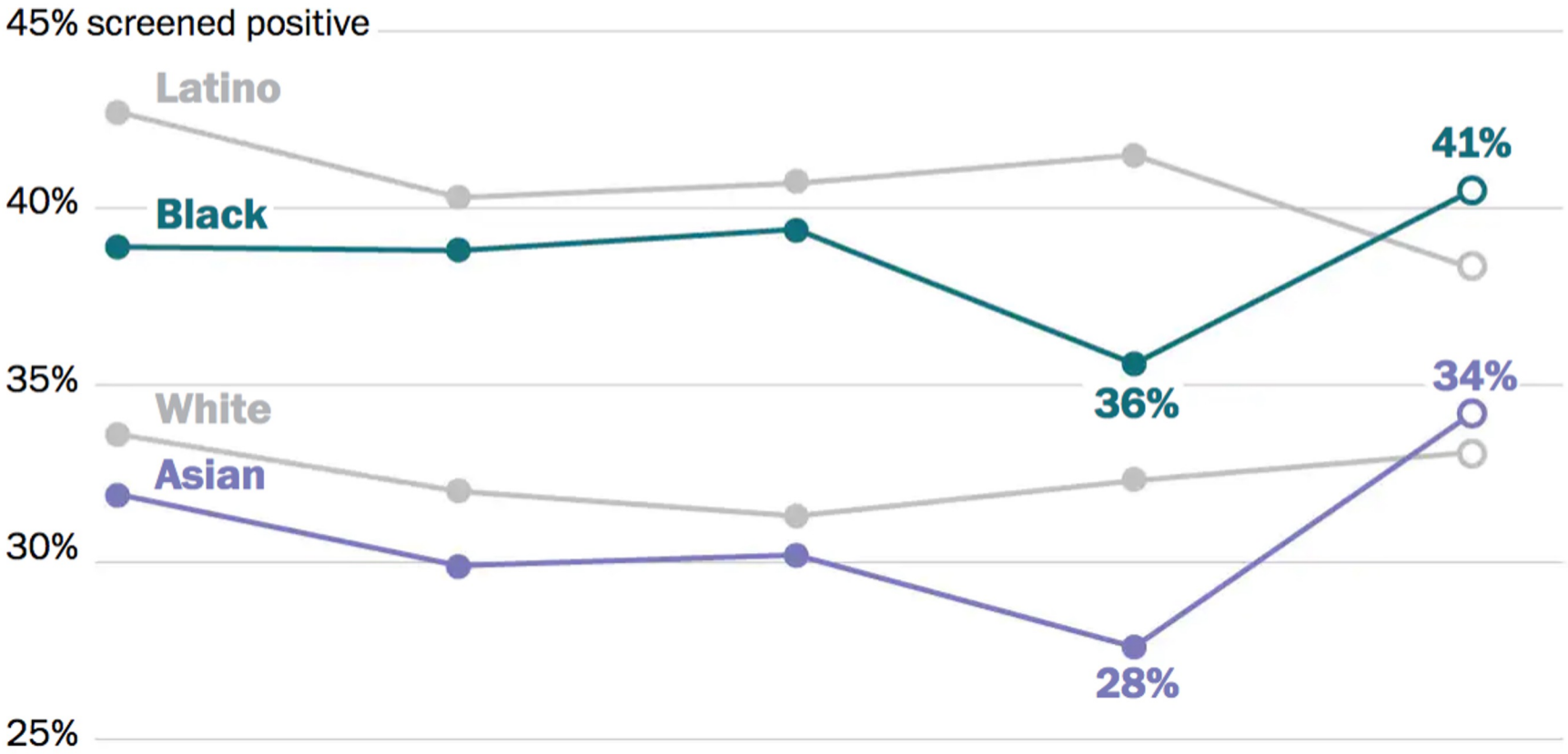
Percent screening positive for anxiety or depression



Fowers & Wan (June 12, 2020). Depression and anxiety spiked among Black Americans after George Floyd's death. The Washington Post.

Anxiety and depression spike for black and Asian Americans after the police killing of George Floyd

Percent screening positive for anxiety and/or depression



Fowers & Wan (June 12, 2020). Depression and anxiety spiked among Black Americans after George Floyd's death. The Washington Post.

Impacts from the Pandemic

Vulnerabilities During Quarantine

- People with marginalized identities
- People of Color
- LGBTQ+ Individuals
- Housing/Food/Resource-Insecure People
- Caregivers to Children or Elders
- People with Disabilities
- People Managing Anxiety, Depression, Etc.
- Individuals Dealing with Violence in the Home
- Military-connected People and Families
- And many others!

Mental Health Impact by Sexual Orientation

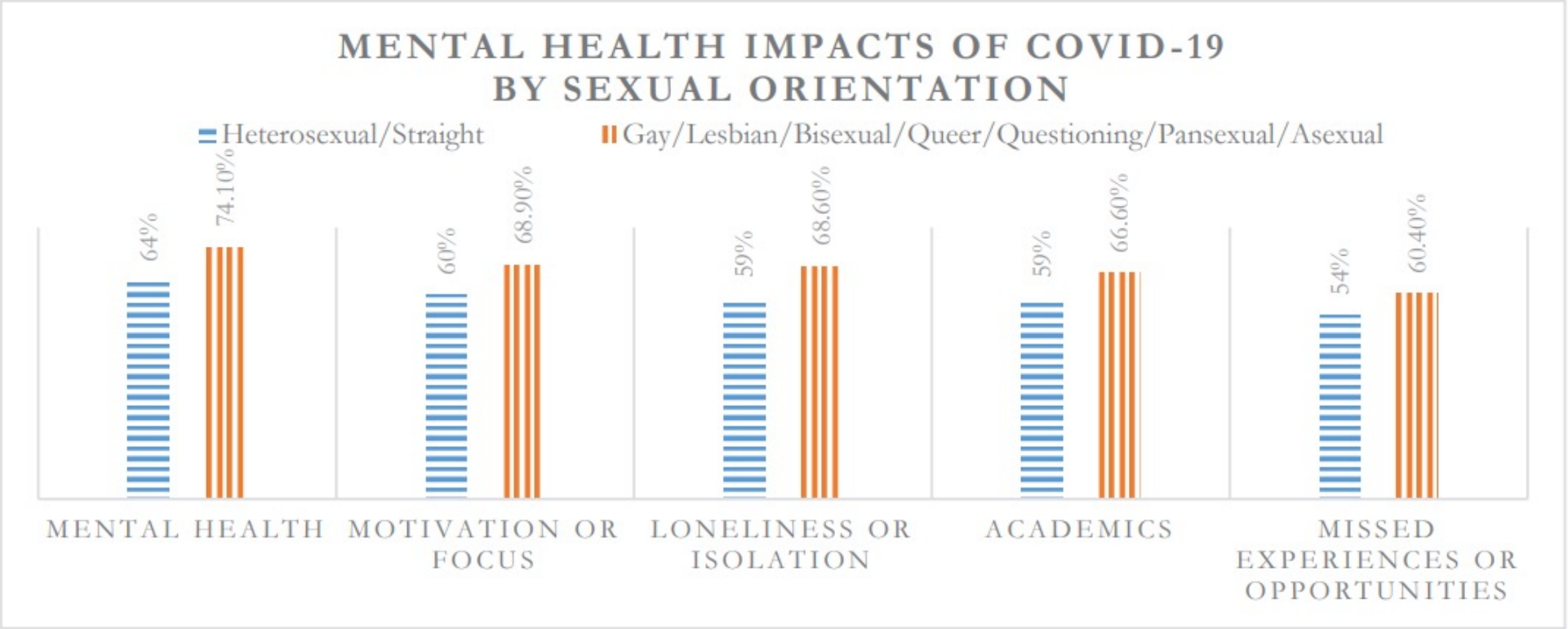


Figure 7: Mental Health Impact of COVID-19 By Sexual Orientation; Source: Center for Collegiate Mental Health, Pennsylvania State University, Mental Health Impact of COVID-19 on Various Demographic Groups (Feb. 16, 2020), https://ccmh.psu.edu/index.php?option=com.

Disparate Impacts Due to COVID-19

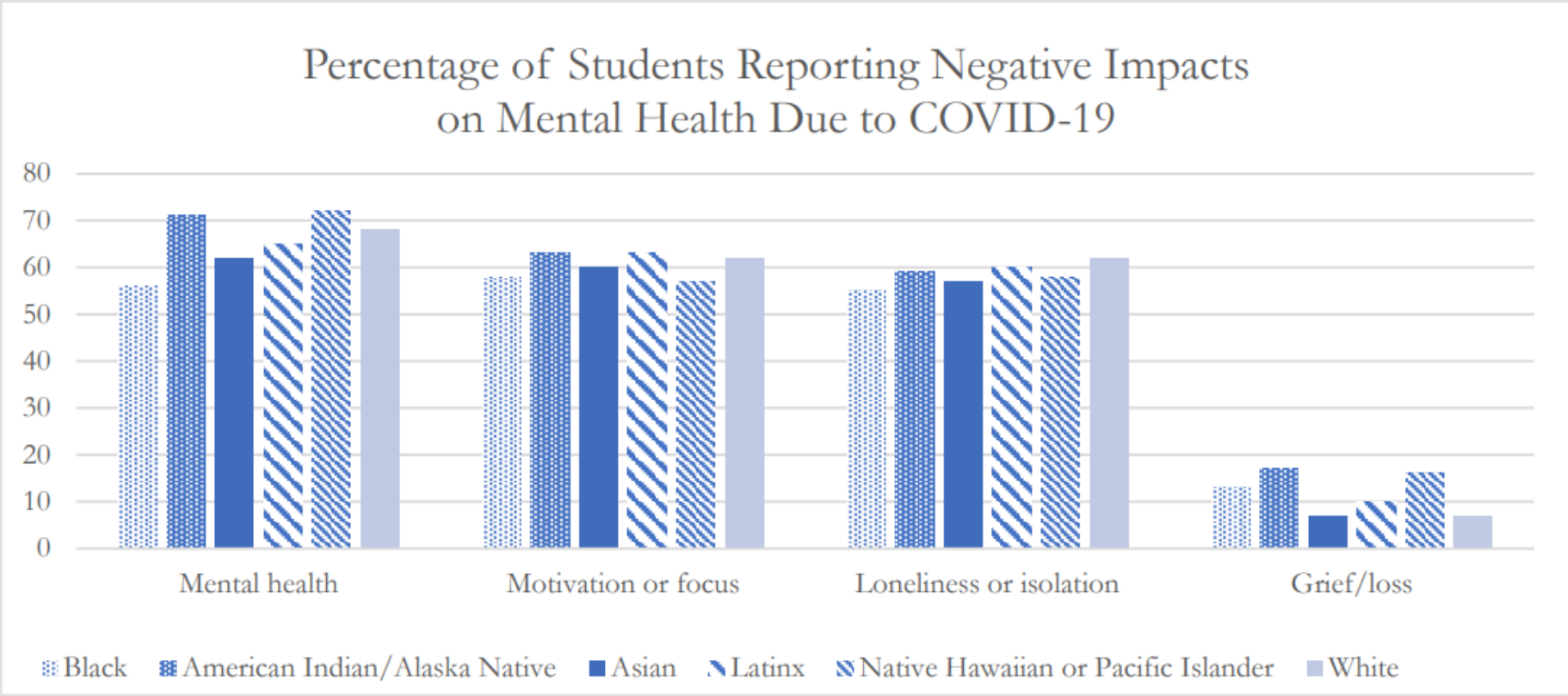
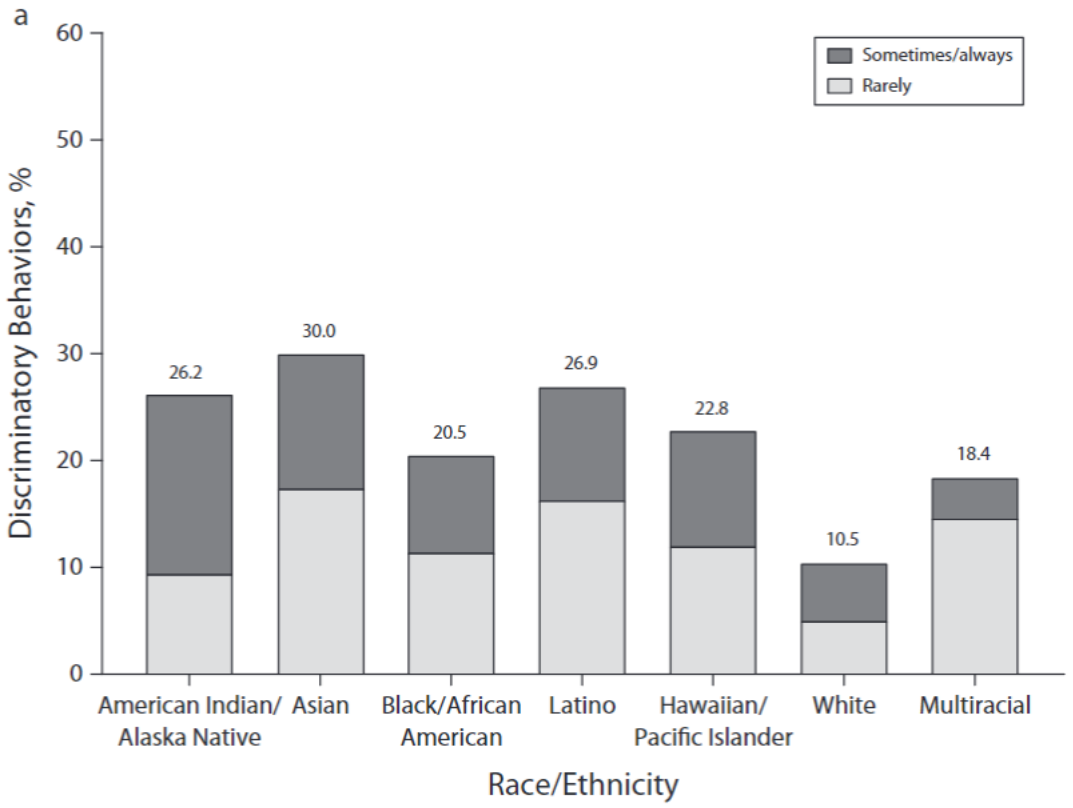
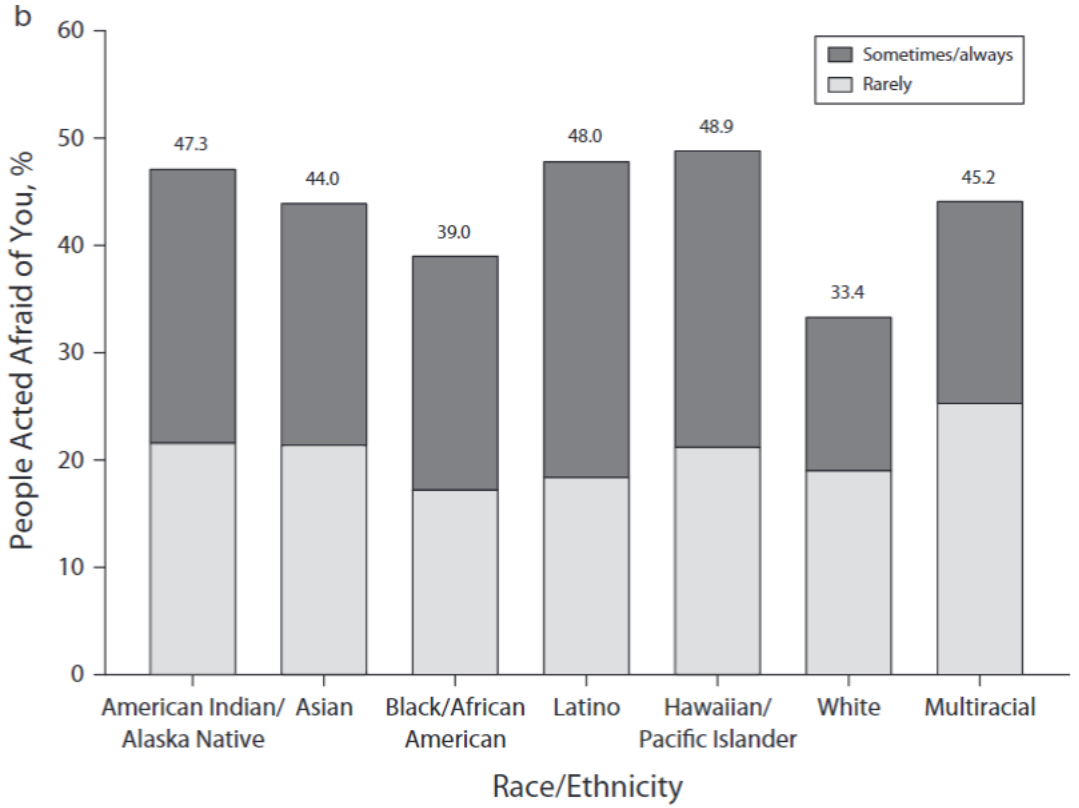


Figure 6 Percentage of Students Reporting Negative Impacts on Mental Health Due to COVID-19; Source: Center for Collegiate Mental Health, Pennsylvania State University, Mental Health Impact of COVID-19 on Various Demographic Groups (Feb. 16, 2020), https://ccmh.psu.edu/index.php

Experiences of COVID-19 Related Discrimination





Source: Paula D. Strassle, Anita L. Stewart, Stephanie M. Quintero, Jackie Bonilla, Alia Alhomsi, Verónica Santana-Ufret, Ana I. Maldonado, Allana T. Forde, and Anna María Nápoles, 2022: COVID-19–Related Discrimination Among Racial/Ethnic Minorities and Other Marginalized Communities in the United States American Journal of Public Health 112, 453_466, https://doi.org/10.2105/AJPH.2021.306594

The Demands

Across the nation, students have risen up to demand an end to systemic and structural racism on campus. Here are their demands.

Note: *These demands were compiled in 2016 from protesters across the country. They are a resource for campus organizers fighting for equity and justice in America.*

List of Campuses Represented:

1. Black Liberation Collective #StudentBlackOut Demands (Multiple Colleges) (Link to Demands)
2. University of Missouri (Link to Demands)
3. Amherst College (Link to Demands)
4. Atlanta University Center Consortium (Spelman, Morehouse, Clark Atlanta, ITC) (Link to Demands)
5. Babson College (Link to Demands)
6. Bard College (Link to Demands)
7. Beloit College (Link to Demands)

https://www.thedemands.org/

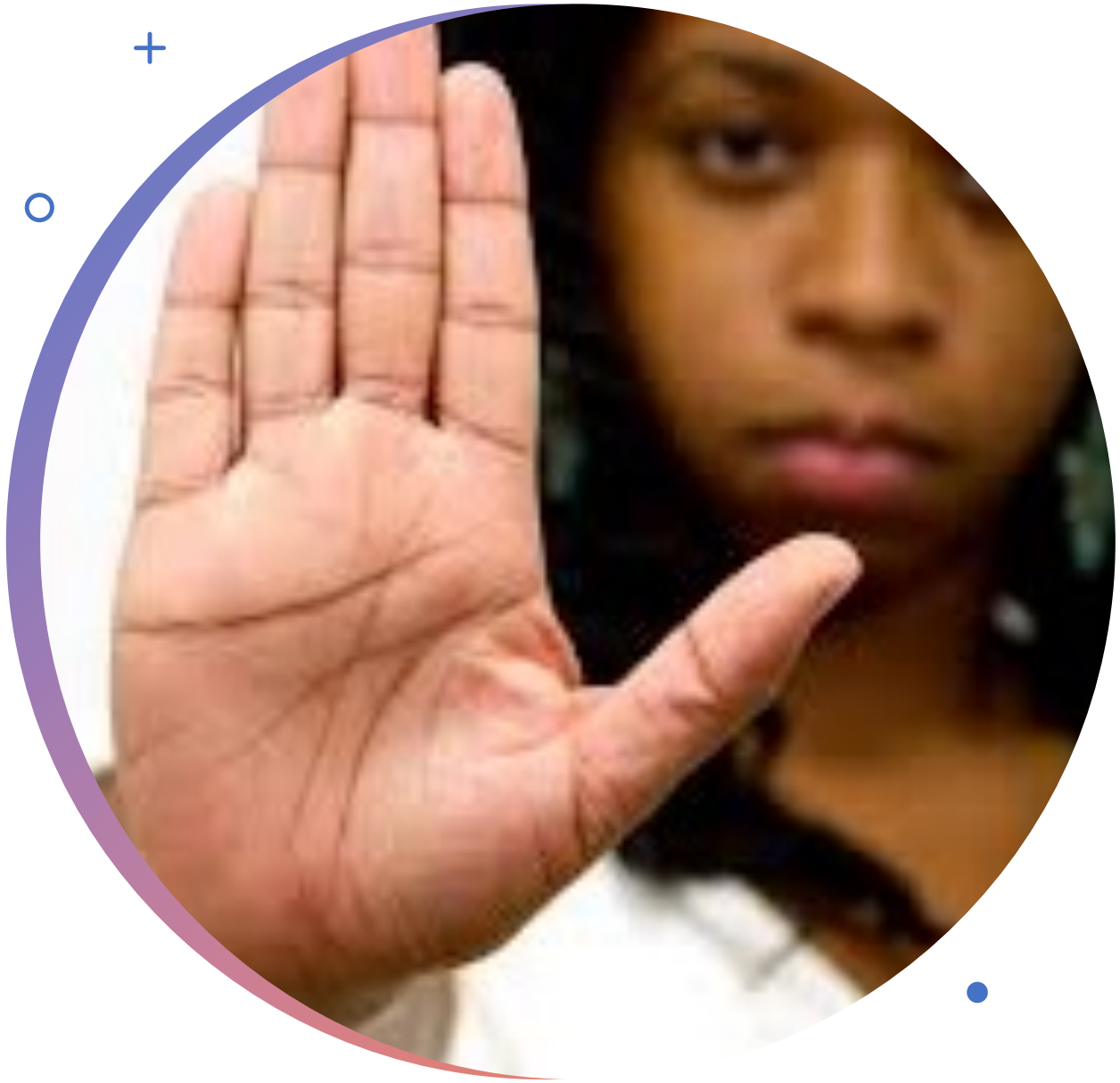
The Hashtags

#BlackintheIvory

#BlackOnCampus

#BlackStudentsMatter

#BlackAt…



Wait a minute!!!

Where have you been?

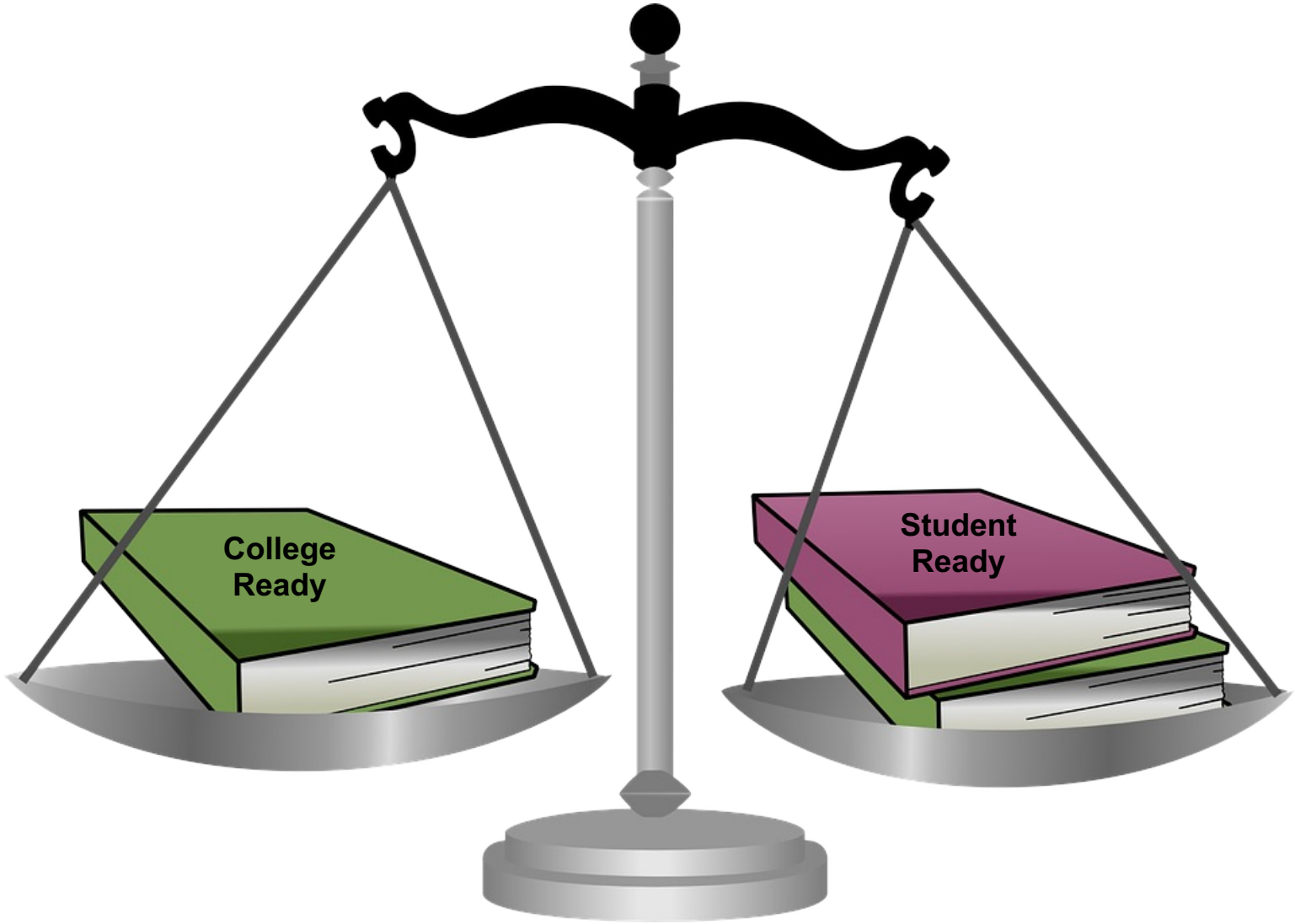
Important Perspective

- A **one-size-fits-all** approach to promoting positive mental health and preventing suicide is ineffective, culturally insensitive and ignores the impact of racial and bias related trauma on emotional health and well-being.
- We can **raise awareness** and continue to identify and reduce **unique barriers** to better support young people who are underrepresented and underserved.
- We can commit to helping to **strategically support** young people based on **data-informed** and **community sourced** interventions and promising practices.

Barriers to Seeking Help

- Cultural or social stigma
- Family and cultural norms surrounding mental health
- Discomfort with counseling options
- Lack of representation among providers
- Health system disparities
- Accessibility to care
- Insurance limitations
- Lack of financial resources

How do we balance expecting students to be "College Ready" vs. colleges needing to be "Student Ready"?



Creating a Culture of Care

- Collect and **utilize** data collected from students to prepare for their arrival on your campuses.
- Provide education for staff, parents, and students.
- Promote social and emotional competency and build resilience among faculty and staff.
- Foster a positive and safe campus environment.
- Prioritize, enhance, and fund culturally responsive campus mental health support systems and resources.

Case Study

Amarillo College

Addressing Top Educational Barriers

Pre-pandemic:

- Childcare
- Food
- Housing
- Mental Healthcare
- Transportation

During Pandemic:

- Parking Lot Wifi Hot Spots
- Food pantries

President Russell Lowery-Hart

Case Study KINGSBOROUGH COMMUNITY COLLEGE ★ DREAMS BEGIN HERE ★ Meeting Students Where They Are (Literally!)

A Welcome Wagon in Uncertain Times

When Kingsborough Community College president Claudia Schrader couldn't greet incoming students on campus, she went to visit them at home. She hopes to turn the "welcome wagon" into a Kingsborough tradition.

By Sara Weissman // July 7, 2021

Kingsborough Community College president Claudia Schrader (left) with incoming student Renelsie Lenesta.

President Claudia Schrader

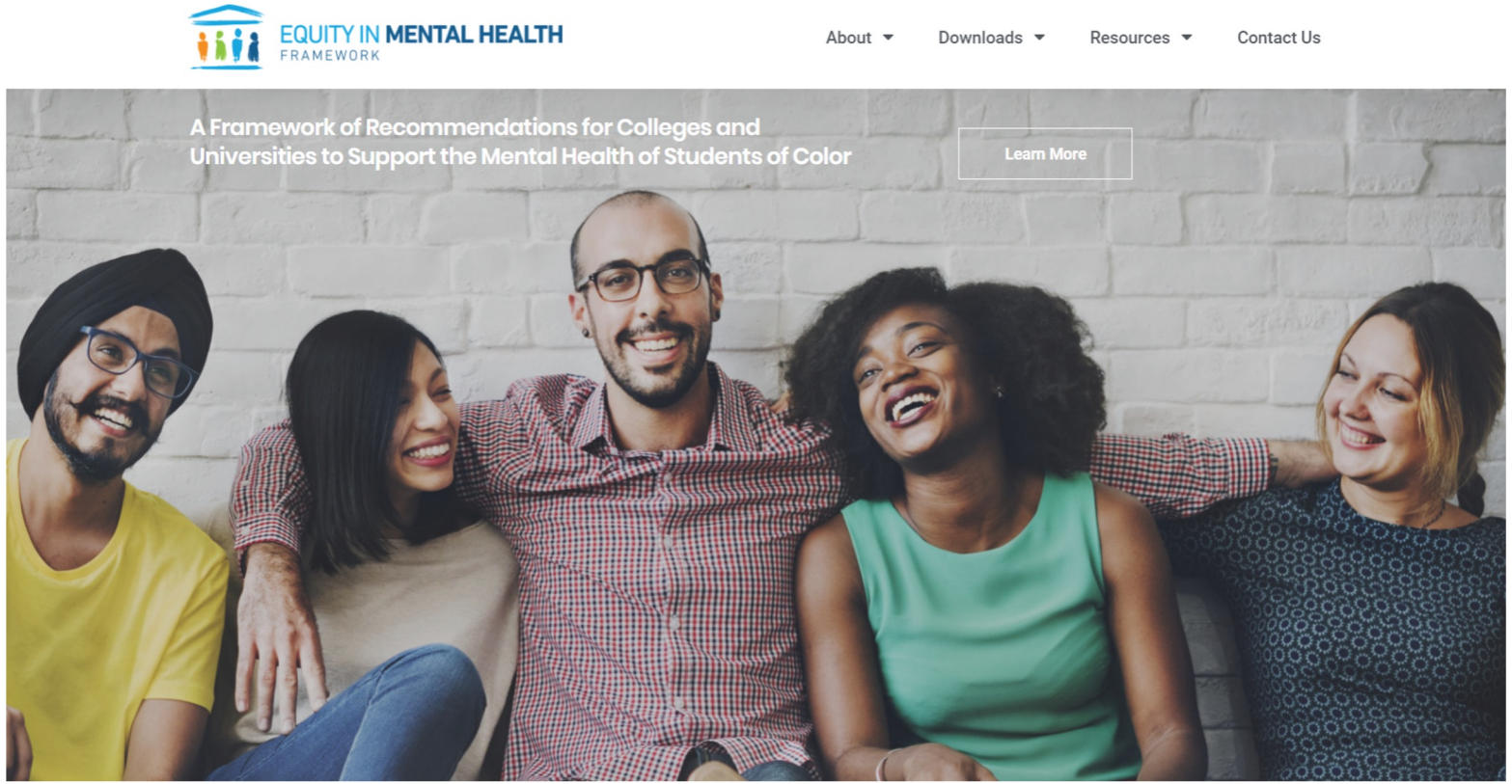
JED Resources for Reference Only

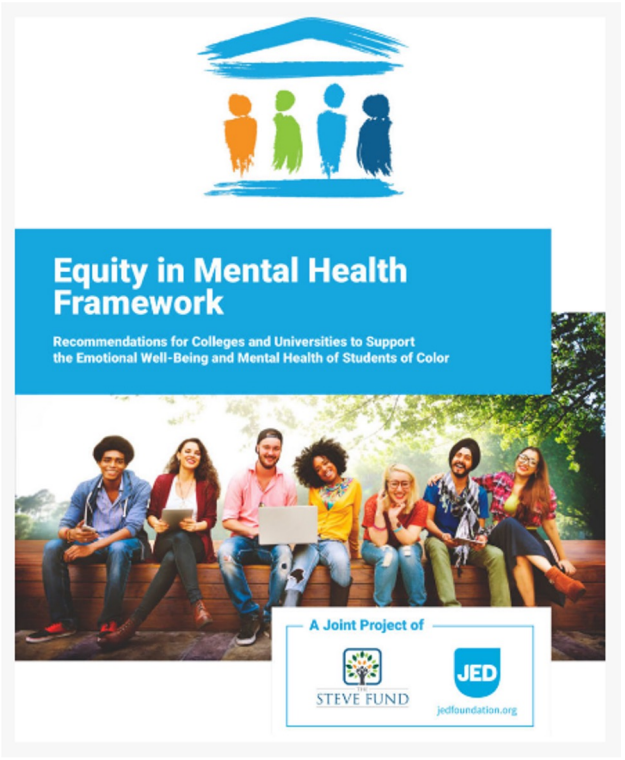
Frameworks to Support Vulnerable Populations

- The Equity in Mental Health Framework
- Improving Mental Health of Student Parents
- The Proud and Thriving Framework: Supporting the Mental Health of LGBTQ+ Students
- Equitable Implementation
- JED Mental Health Resource Center
- JED Resources for Diverse Identities

Equity in Mental Health Framework

for supporting students of color





Source: https://equityinmentalhealth.org/

Equity in Mental Health Framework

for supporting students of color

1. Identify and promote the mental health and well-being of students of color as a campus-wide priority.
2. Engage students to provide guidance and feedback on matters of student mental health and emotional well-being.
3. Actively recruit, train, and retain a diverse and culturally competent faculty and professional staff.
4. Create opportunities to engage around national and international issues/events.
5. Create dedicated roles to support well-being and success of students of color.
6. Support and promote accessible, safe communication with campus administration and an effective response system.
7. Offer a range of supportive programs and services in varied formats.
8. Help students learn about programs and services by advertising and promoting through multiple channels.
9. Identify and utilize culturally relevant and promising programs and practices, and collect data on effectiveness.
10. Participate in resource and information sharing (within and between schools).

Source: https://equityinmentalhealth.org/

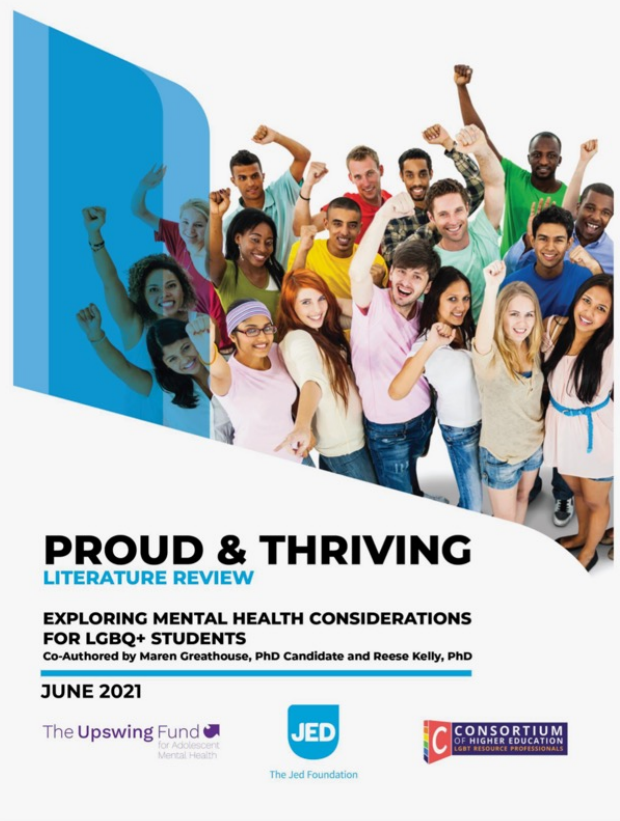
IMPROVING MENTAL HEALTH OF STUDENT PARENTS:

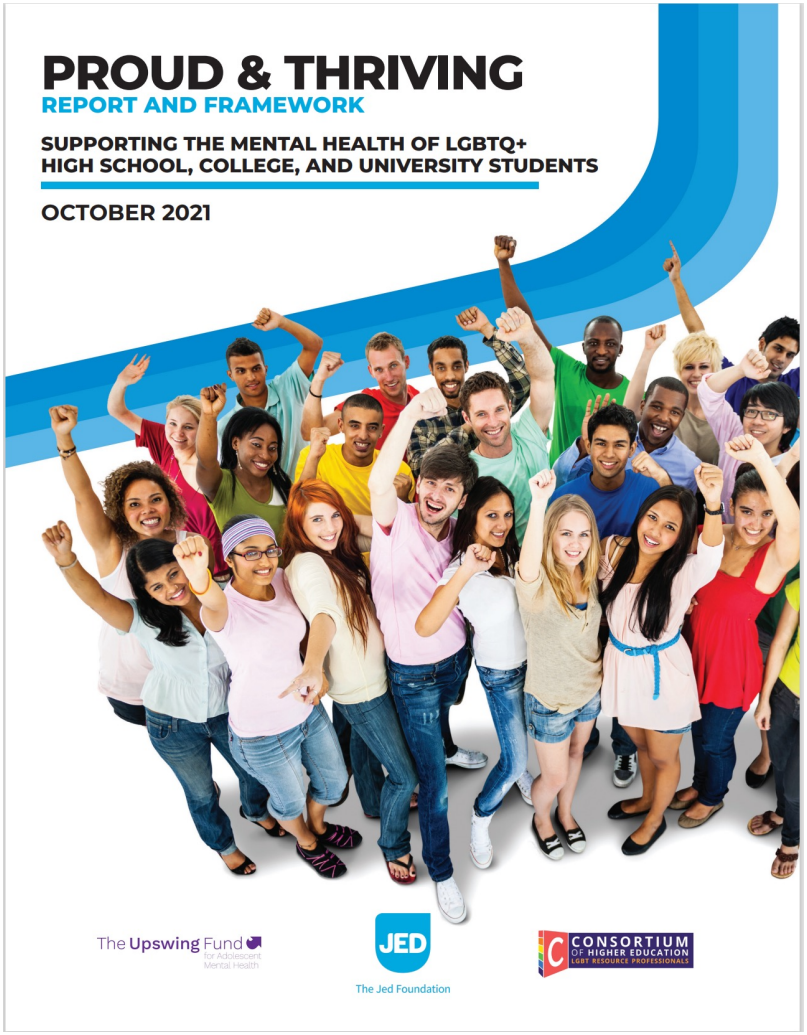
A Framework For Higher Education

Improving Mental Health of Student Parents: Recommendations

1. Train counselors and other on-campus mental health providers on unique stressors faced by this population and specifically in trauma-informed care. Train faculty and staff in understanding and being sensitive to the unique stressors faced by parenting students to allow for a culture shift whereby parenting students are fully factored into professorial and staff decisions and policies.
2. Create spaces on campus that meet the specific needs of student parents and help foster a sense of belonging among these students. This includes encouraging creation of spaces and activities for children at all school events.
3. Facilitate affinity groups and mentoring programs for older and younger parenting students.
4. Create policies that allow for flexibility for parenting students in the classroom.
5. Regularly collect data on students who are parents – their mental health, their needs, their utilization of on-campus services, their feelings of connectedness and belonging on campus – in order to inform how to best support these students.
6. Schools should create purposeful plans to help address the basic needs of parenting students.
7. Identify strategies to ensure parents have reliable access to childcare, including on-campus childcare options.
8. Make parenting students feel more “visible” by representing them on campus materials and creating customized orientation materials.

The Proud & Thriving Framework: Supporting the Mental Health of LGBTQ+ Students





Source: https://jedfoundation.org/proud-thriving-framework/

Recommendations for High Schools, Colleges, & Universities

- Keep learning about LGBTQ+ identities, language, and experiences
- Use chosen names and pronouns
- Revisit programmatic and educational curriculum for LGBTQ+ influences
- Support openly LGBTQ+ teachers, faculty, staff, and administrative peers.
- Attend cultural and social events, learning opportunities, and mentoring programs to better connect with LGBTQ+ students.

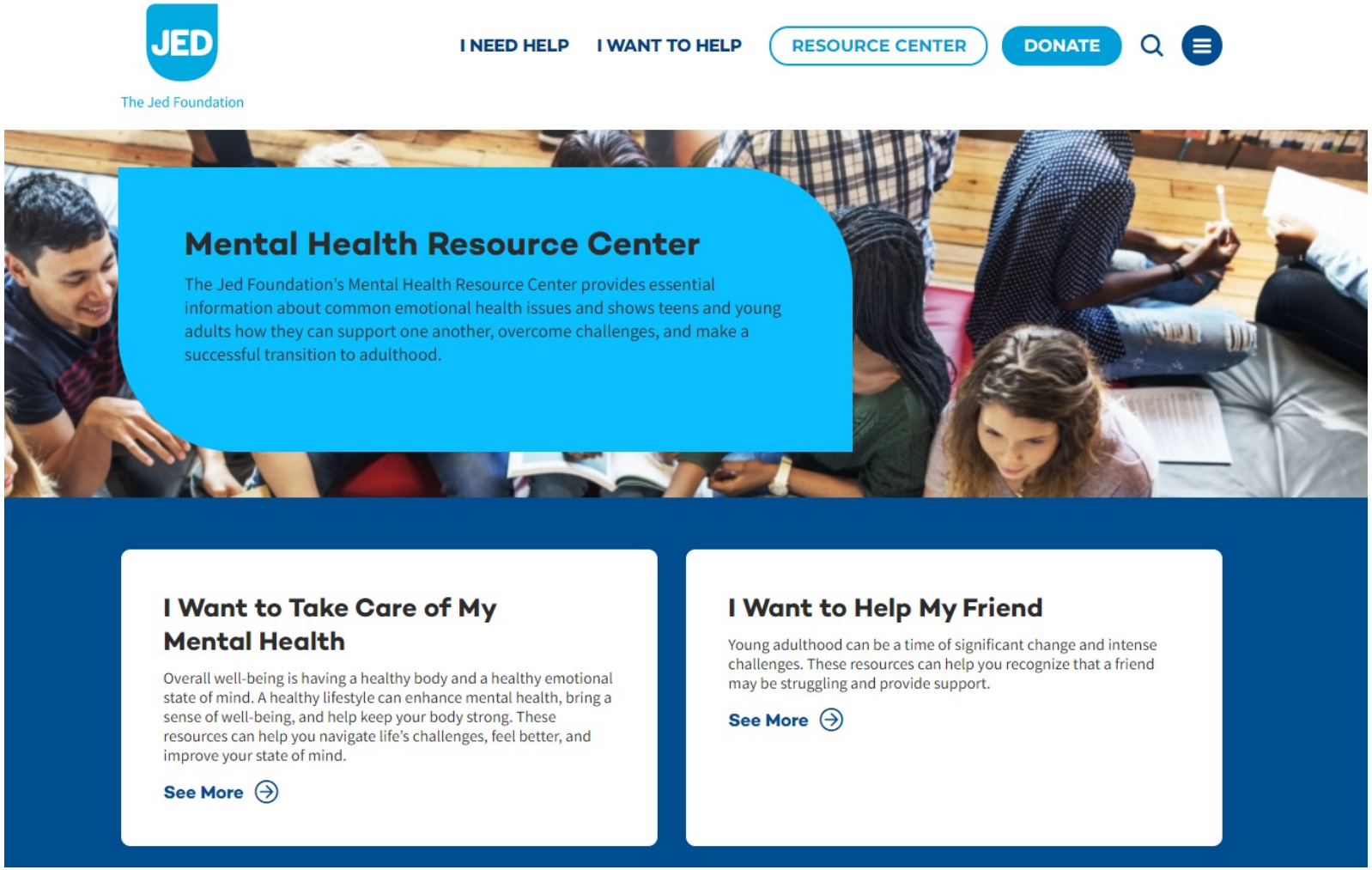
The Jed Foundation

Recommendations for High Schools, Colleges, & Universities

The Jed Foundation

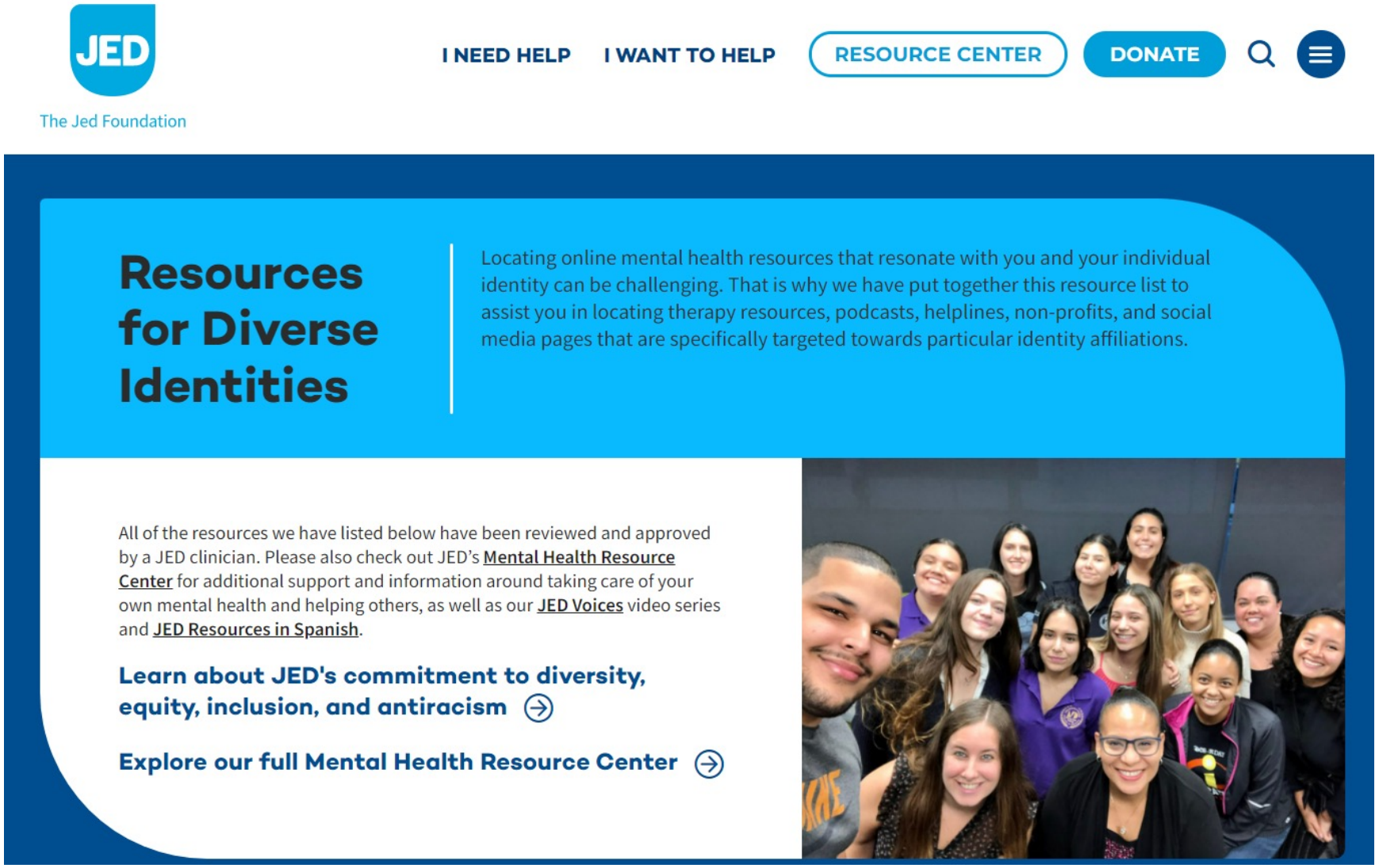
- Collect and Examine Data
- Update Policies and Procedures
- Resource programs, centers, offices, departments, and roles that provide protective factors and/or reduce risk factors for LGBTQ+ students.
- Prioritize LGBTQ+ Cultural Competence for all faculty, staff, and administrators.
- Remove/reduce barriers to seeking and accessing, mental health, academic, and support resources.
- For High Schools: Consider offering a training series to family members, guardians, and supporters to help them better understand and support LGBTQ+ students.

JED Mental Health Resource Center



Source: https://jedfoundation.org/mental-health-resource-center/

JED Resources for Diverse Identities



Source: https://jedfoundation.org/our-work/resources-for-diverse-identities/