

2019-2020

Collaboration

Assessment

Response

Evaluation

YEAR-END REVIEW



Lander University
CARE TEAM

**Completed May 2020*



Special Acknowledgements

Lander’s CARE Team was completely revamped in summer 2019 to become better in line with best practice standards. The following key players have been instrumental regarding the progress made during the 2019-2020 academic year.

CORE CARE Team Members

- Dr. Boyd Yarbrough.....Vice President for Student Affairs, Ex-officio Member
- Tracy Clifton.....Assistant Vice President for Student Affairs
- Kim Shannon.....Executive Director of Wellness and Holistic Support
- Ebonee Dendy.....CARE Case Manager
- Greg Allen.....Lander University Police Department, Chief of Police
- Jalysa Green.....Director of Student Conduct and Community Standards
- Zach Helms.....Director of Housing and Residence Life
- Dr. David Mash.....Associate Director of Library Services, Jackson Library
- London Thomas.....Director of Human Resources

CORE Group Back-Up and INNER Circle CARE Team Members

- Matthew Gilstrap.....Executive Director of Student Life and Engagement
- Cindy Dysart.....Executive Director, Family Liaison
- Erin Nodine.....Associate Director of Athletics
- Jennifer Mathis.....Executive Director of Admissions
- Adam Garrett.....Assistant Director of Human Resources
- Megan McCartney.....Assistant Director of Housing and Residence Life
- Ayrn Gilstrap.....Assistant Director of Student Conduct/Community Standards



Collaboration Assessment Response Evaluation

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Academic Year-End Data

There were a total of 314 referrals submitted to the CARE Team during the 2019-2020 academic year. Two hundred seventy-two (272) of these referrals represented unique students, while 42 individuals received two or more referrals.

Patterns and Trends

By reviewing patterns and trends, the Team can determine what specific target groups may benefit from additional outreach and/or education. (Reference CARE Team goals for 2020-2021.)

Classification

Freshman students were the population with the highest number of CARE referrals (44%), followed by Sophomores (25%), Juniors (14%), Seniors (16%), and Second Degree students (1%). Categorized by classification, the below chart summarizes the total number of referrals received during the 2019-2020 academic year.

Classification	Total Referrals
Freshman	139
Junior	43
Second Degree	5
Senior	49
Sophomore	78
Grand Total	314

Academic Major

Nursing students represented 13% of the overall referrals received during the 2019-2020 academic year. Criminology, Business Administration, Psychology, and Biology majors made up 6-7% of total CARE referrals.

Academic Major	Total Referrals
Biology	19
Business Administration	22
Chemistry	5
Chemistry (Dual Engineering)	4
Computer Infor Syst (Dual Eng)	1
Computer Information Systems	5
Criminology	23
Early Childhood Education	13
Elementary Education	8
English	6
English (Secondary Certif)	2
Exercise Science	14
Fine Art	2
Fine Arts	1

Academic Major	Total Referrals
History	12
History (Secondary Certif)	9
Interdisciplinary Studies	1
Mass Comm and Media Studies	15
Mathematics	3
Mathematics (Secondary Certif)	2
Music	2
Music (K -12 Certification)	3
Nursing	61
Nursing (Distance Education)	1
Physical Educ (K-12 Certif)	2
Political Science	10
Psychology	22
Sociology	4
Special Education	10
Undecided/General Education	13
Visual Arts	14
Visual Arts (K-12 Certif)	5
Grand Total	314

Nature of Concerns/Issues

Consistent with trends in Counseling Services, depression and anxiety represented the majority of presenting concerns (24% of the total CARE referrals received). General personal wellness concerns was the second highest category, which accounted for 11% of total referrals. With academic early alerts being routed to the Academic Success Center, the number of academic referrals managed by the Team significantly decreased in 2019-2020. Several faculty opted to submit academic concerns directly to the CARE Team. When these reports included individuals that had previous CARE referrals, academic issues were shared with ASC staff and tracked accordingly. Since means of data tracking changed in 2019-2020, comparative analysis on patterns and trends over time cannot be accounted for accurately.

Category of Concern	Total Referrals
Absenteeism Concern	15
Academic Concern	7
Academic Difficulty	4
Anxiety/Depression	75
Behavioral Concern	1
Change in Student's Quality of Work	2
Changed Mood/Appearance	9
Death of Family Member	15
Death of Fellow Student	1
Death of Non-Student/Other	3

Category of Concern	Total Referrals
Disorderly Conduct/Disruptive Activity	8
Displays Anger/Negative Emotions Inappropriately	5
Failure to Submit Assignments	5
Financial Issue	3
Injury/Illness - Hospital	1
Injury/Illness, Other	2
Lack of In-Class Participation	3
Lacking Basic Skills/Background for Course	1
Mental Health Concern	12
Missing Student Concern	29
Multiple Class Absences	8
Other Concerning Behavior	11
Personal Wellness	35
Physical Health Concern	9
Sexual Misconduct	16
Significant Change in Appearance/Behaviors	1
Social Adjustment/Involvement	1
Substance Use Concern	6
Suicidal Tendencies/Self-injurious Behavior	21
Threat to Oneself/Threat to Others	4
Unusual Behavior	1
Grand Total	314

Measure of Success

A measure of the Team's success in terms of applied interventions was accomplished by utilizing milestones in Maxient. The goal is for interventions to result in at least one of the following over time: reduction in risk score, no additional referrals, or successful case closure. (The milestones tracking process was not in place prior to February 2020 and was not fully implemented/tracked until March 2020.) Prior to tagging cases with milestones, recidivism, or lack thereof, was the only trackable success measure. Based on the full year recidivism rate, 87% of individuals accounted for received one referral. The remaining 13% received multiple referrals. As milestones became utilized in Maxient, 60 out of the 67 cases (or 90%) were tagged as "successful case closure." The remaining seven (7) cases were tagged as "case closure other," which indicated the student was no longer enrolled or was being fully case managed by another department/area.

Community Outreach

The Team made many improvements this year regarding community outreach, but this was still identified as an area of needed improvement by Team members.



Blackboard Training for New Students

During the 2019-2020 academic year, all incoming students were provided information about the CARE Team via an online Blackboard training platform. Since all new students are required to complete training specific to sex/gender based misconduct, other pertinent information, aside from VAWA requirements, was included in the training to ensure incoming students were familiar with other essential functions, resources, and opportunities for assistance. The training provided new students with information regarding the CARE Team and its purpose, as well as an overview of relevant behaviors and how to report concerning matters to the Team.

New Faculty

In August 2019, an in-person training was held with all new faculty. The training provided new faculty with an overview of the Team itself, its purpose, the types of behaviors to report, how to report, and what to expect following the submission of a referral.

Faculty/Staff Email Outreach

The layout/structure of the MyLander reporting link changed effective August 2019. Detailed instructions regarding the types of behaviors to report and how to report were sent out via the faculty/staff list serve in August 2019.

Resident Assistants

Resident Assistants were provided education/training about the CARE Team and its purpose in August 2019. The information presented discussed the various types of behaviors to report, how to report, and specifics about how RAs can provide essential feedback to the Team.

Student Affairs Staff

In January 2020, all Student Affairs staff received a printed copy of the CARE Team Operational Manual for their reference and review. An overview of the CARE Team and its purpose was additionally provided during an in-person staff workshop held January 2020.

Orientation Leaders

Orientation Leaders for the 2020-2021 academic year were provided information about the CARE Team, its purpose, and what/how to report via a virtual training held in April 2020.

Departmental Specific Outreach

During the Fall 2019 semester, an academic college requested support/guidance from the Team regarding how to troubleshoot various situations involving a student. Several Team members met with all faculty working within the college to brainstorm solutions and provide general education about the Team and its purpose. *Note: Additional departmental outreach on behalf of the Team was attempted based on trends/patterns noted.*

Communication with Employees Following a Referral

This year, the Team began emailing employees upon submission of a referral. The purpose of this outreach was to ensure employees knew their respective referrals had been received, as well as provide a point of contact in the event additional information became available.

Team Professional Development

Prior to the 2019-2020 academic year, the Team had never participated in professional development. While efforts made this year were a substantial improvement, there is still much room for further enhancement.

Professional Development Workshop

CARE Team members participated in a two day workshop July 15-16, 2019. The topics covered may be referenced below.

1. Maxient (<https://cm.maxient.com/lander>)
 - a. Review Tutorial Prior to Training (<https://echo360.org/media/261f225c-6d2d-4610-8941-f1c84a0239ff/public>)
 - b. Maxient BCC Feature (fileID+lander@efc.maxient.com OR case#+lander@efc.maxient.com)
 - c. Questions?
2. Where We Are Going v/s Where We Have Been
 - a. Group Perceptions
 - b. GOAL - Constant State of Improvement (Maximizing Efficiency and Collective Competencies)
3. CARE and Intervention Authority Policy
 - a. Overview
 - b. Feedback
4. NaBITA Standards
 - a. Document Overview
 - b. NaBITA Training Series
 - c. NaBITA Rubric
5. Meeting Simulation
 - a. NaBITA Training Series
 - b. Team Member Roles
 - c. General Group Discussion
6. Confidentiality Expectations
7. Wrap Up
 - a. Once Again Reflect on Where We Are Going v/s Where We Have Been
 - b. Establish Meeting Schedule
 - c. Establish Team Training Goals
 - d. Final Thoughts/Questions

The Structured Interview for Violence Risk Assessment (SIVRA-35)

The SIVRA-35 was created in 2012 as an expert system. It is a structured set of items useful for those staff and faculty that work in higher education to use with individuals who may pose a threat to the community. The SIVRA-35 is a guided structured interview useful for classifying risk into low, moderate, and high categories based on the threat and violence risk assessment literature. The SVIRA-35 was designed to address targeted and strategic violence occurring more frequently on college campuses (i.e. Virginia Tech massacre, Northern Illinois University shooting, Umpqua College shooting and Santa Monica College). **Five Team members have been trained to administer the SIVRA-35 accordingly.**

NaBITA Conference

Four CARE Team members attended the NaBITA Conference in Bonita Springs, Florida (November 11-13, 2019). Session topics included: BIT/CARE Team best practices; innovative practices or programs; research related to BIT/CARE Teams; assessment or interventions related to specialized populations; threat, crisis, violence prevention, and intervention best practices; model mental health support; and case management best practices.

Team Progress/Enhancements

During the 2019-2020 academic year, the Team's entire method of operation shifted. The below information highlights many of the significant changes that were implemented.

Access to Information

Prior to the 2019-2020 academic year, the Chair was the only Team member that had access to CARE Team records. This hindered the Team's ability to make informed decisions and provide input. Effective the Fall 2019 semester, the entire Team was provided access to CARE case files. Providing such access has allowed the Team to function more collaboratively, and in turn, Team members were empowered to provide input based on their knowledge, skillsets, and/or expertise. Additionally, a weekly agenda is now utilized by the Team. Incorporating this agenda has allowed Team members to review relevant information in advance of the weekly meeting. This has afforded the Team more time to put focus on tangible interventions/resolutions, as opposed to standard documentation review. Lastly, a CARE Team manual was created and provided to all Team members. This has provided the Team with the tools needed to be successful. Previously, the meeting could not resume as normal without the presence of the Chair. Currently, any member of the Team has the knowledge/information needed to lead in the absence of the Chair.

Intentionality

The Team operated with deliberate purpose during the 2019-2020 academic year. In summary, the Team was very intentional when determining whether a referral was better suited for the CARE Team or another area/department. The benefit of this was two-fold. (1) Individuals were connected with the resources that could provide them with the specific support needed (i.e. academic concerns). (2) The Team was better able to put more time and energy on referrals that fit within the Team's mission. In previous years, the Team was bombarded with referrals that did not require a coordination of services.

Case Management

Prior to the 2019-2020 academic year, all cases were managed by the Chair. Currently, specific team member expertise and/or the nature of the concern determines which Team member could more effectively manage each case and/or increase the likelihood of a more favorable outcome. Additionally, the use of a weekly agenda helped the Team track successes and engage in consistent follow through with those that require intensive case management. Lastly, a CARE Case Manager position was established and filled. This position has provided support to the Team's overall objectives and has been instrumental in tracking individuals' progress, as well as coordinating a variety of support services. The role of the case manager is to serve as an advocate, and ultimately provide individuals with the tools needed to stay on a successful, productive path at Lander University.

Risk Rubric

Prior to the 2019-2020 academic year, the Team was not trained to use the NaBITA Risk Rubric. While most referrals received during the 2019-2020 academic year landed on the *Mild* rating of the rubric, NaBITA risk scores were consistently recorded in Maxient. Additionally, Team interventions were based on the risk score and corresponding recommendations.

Nurturing the Referral Source

The Team developed streamlined communication with faculty/staff members that submitted referrals. Communication had not been consistent in previous years. While the information provided to referral sources did not disclose sensitive or confidential information, referral sources were consistently sent updates to let them know their referral had been received. Additionally, referral sources were provided with a staff point of contact for any impending updates, as applicable/appropriate.

Feedback/Observations

There are instances when the CARE Team feels obtaining feedback from Resident Assistants, faculty, and staff will be beneficial, particularly when seeking to better understand an individual's needs. The CARE Case Manager created an RA feedback form. The form is simple, concise, and provides an easy way for RAs to communicate back to the Team. The CARE Case Manager plans to seek out faculty feedback regarding the most efficient/convenient way for the Team to request information from them.

Campus Safety Review Process

During the 2019-2020 academic year, a rubric was created as an aid for the CARE Team when acting within the scope of an admissions campus safety review process. This rubric serves as a visual representation of campus safety considerations and aims to ensure admission decisions are consistent and non-discriminatory. The Executive Director of Admissions was granted the authority to make judgement calls based on a score of 2 or under, providing all necessary documentation or an appropriate explanation was received. In situations where the recommendation was to deny admission, the information was forwarded to the Chief of Police and General Counsel for review. Prior to this year, there was no uniform process in place to guide these decisions. The new structure has resulted in increased efficiency and provided a clear understanding of protocols among the Team.

Team Presence

While the Team's marketing strategies need additional improvement, significant progress was made in 2019-2020. The Team worked diligently throughout the year to destigmatize perceptions about the Team and its purpose.

- The CARE Team and Intervention Authority Policy was passed by the Lander University Board of Trustees.
- CARE Team template letters were built/formatted in Maxient.
- A CARE Plan template was designed/implemented. The plan itself is a collaborative effort between the individual and the assigned case manager. This plan empowers individuals to take an active role in interventions, and ultimately, to promote their own success.
- A CARE website is in the process of being developed, to include testimonials from students, faculty, and staff.
- The Team is currently implementing a process to ensure members of the campus community can easily request a CARE Team workshop.
- An easy-to-remember CARE Team email address was created (CAREteam@lander.edu).
- A CARE Team logo was designed.
- Punitive actions on behalf of the Team were a last resort.

CARE Team Goals for 2020-2021

Community Outreach

Community outreach is the foundation by which the Team will accomplish its mission. While many enhancements were implemented during the 2019-2020 academic year, there is still much room to develop and enhance community education. Outreach goals for the 2020-2021 academic year are as follows.

- **Meet stakeholders where they are** - Continue to brainstorm with faculty, staff, and students about effective ways to promote the Team.
- **Enhance Team visibility** - Ensure Team information is easily visible/accessible on the University's website, increase use of promotional fliers/brochures, and identify/implement a parent/family educational component.
- **Increase communication/reporting options** - Provide a publically available contact phone number for CARE-related questions/guidance.
- **Expand community-wide education** – Increase the number trainings/educational sessions offered (explore options with Academic Affairs, Human Resources, various student groups, and the LUX production Team).
- **Data-driven outreach/education** – The Team should brainstorm opportunities for education and outreach based on the 2019-2020 patterns and trends.

Tabletop Exercises and Other Trainings

Tabletop exercises establish clear preparedness objectives and increase critical thinking among Team members regarding potential situations/incidents. As the year kicked-off in full swing, adequate time for Team tabletops exercises was not set aside. During the 2020-2021 academic year, Team tabletop workshops will be identified and scheduled in advance (a minimum of one workshop per semester). To ensure Team members remain current in the field, additional trainings methods will also be identified.

Proactive Research

While Team members responded favorably to the new format and seem prepared for the meetings, research among Team members should be completed and documented in advance of each meeting. Further, social media and other publically available platforms were not consistently utilized as an additional tool to gather information.

- The Team should discuss barriers for accomplishing research/documentation in advance of meetings and identify solutions.
- The Team should establish guidelines as to when external research is to be conducted (i.e. ratings above *Moderate*).
- The Team should discuss potential platforms for information gathering; discuss the benefit of utilizing such platforms; and identify which Team members are responsible for accomplishing this task.

Increased Usage of Milestones

Milestones should be utilized each time a case is staffed. As long as a case remains open, the Team should consistently reevaluate the individual's risk score. Ensuring this information is tagged during each staffing will allow the Team a more efficient way to gage one's progress/escalation overtime. Additionally, this tool will prove useful when measuring the overall effectiveness of the Team's interventions.

2019-2020 CORE-Q10 Results

Team members were asked to complete the CORE-Q10 analysis for the year-end review. Scores of all participating team members were averaged to obtain scores within each corresponding category. The 2019-2020 scores and percentages of perceived efficiency are reference below.

Core Quality	Policy	Team Traits	Silo	Marketing	Referral	Data Collecting	Record Management	Training	Risk Rubric	Quality Assurance
Score	0	1	0	6	3	2	0	6	0	1
Possible	50	30	12	26	24	20	20	14	18	24
%	100	97	100	77	87	90	100	57	100	96

0= yes, 1= in progress, 2= not present

**The percentage is calculated by: 1- (score/possible)*



320 Stanley Avenue, Greenwood, SC 29649