Mental Health & Well-being on Campus

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Agenda

• Pulse Point Surveys Overview
• Student Mental Health & Well-being
• Faculty & Staff Mental Health & Well-being
• Discussion
• Resources
Pulse Point Surveys

- Launched April 2020
- Did 8 surveys
- Gather insights into the impacts of COVID-19 on college campuses
- Focus on:
  - Most pressing issues facing leaders
  - Enrollment
  - Operating plans
  - Financial impact of COVID-19
  - Mental health
- Available on ACE’s website
Mental Health is a Top of Mind Issue for College Presidents

Mental Health of Students

Mental Health of Faculty/Staff

Morale of Faculty & Staff: 45%
Student Mental Health & Well-being
Figure 11. Reported Rating of Student Mental Health This Year Compared with Previous Years

Figure 10. COVID-19 Pandemic’s Effect on the Utilization of Mental Health Services

- **Utilization has increased**
  - All Institutions: 84%
  - Public 4-Year: 83%
  - Private 4-Year: 10%
  - Public 2-Year: 9%
  - Total: 66%

- **Utilization has remained about the same**
  - All Institutions: 21%
  - Public 4-Year: 21%
  - Private 4-Year: 17%
  - Public 2-Year: 8%
  - Total: 18%

- **We do not offer mental health services**
  - All Institutions: 3%
  - Public 4-Year: 4%
  - Private 4-Year: 2%
  - Public 2-Year: 21%
  - Total: 9%

- **Unsure**
  - All Institutions: 3%
  - Public 4-Year: 3%
  - Private 4-Year: 5%
  - Public 2-Year: 5%
  - Total: 5%

- **Utilization has decreased**
  - All Institutions: 2%
  - Public 4-Year: 2%
  - Private 4-Year: 3%
  - Public 2-Year: 2%
  - Total: 2%

Figure 7. Most Frequent Mental Health and Well-Being Issues Presidents Are Hearing About

- Anxiety
- Depression
- Food insecurity
- Housing insecurity
- Serious thoughts of suicide
- Addiction
- Other
- Non-suicidal self-injury
- Eating disorders
- Suicide

- All Institutions
- Public 4-Year
- Private 4-Year
- Public 2-Year

Percentage of Students Exhibiting Anxiety (GAD-7), by Race and Ethnicity

- Arab/Arab American: 26.5% (2013), 37.1% (2020)
- Asian/Asian American: 17.1% (2013), 25.5% (2020)
- Black: 13.8% (2013), 28.7% (2020)
- Hispanic: 18.8% (2013), 33.0% (2020)
- Native American: 20.4% (2013), 36.4% (2020)
- Pacific Islander: 23.7% (2013), 30.0% (2020)
- White: 17.2% (2013), 32.3% (2020)

Healthy Minds Study Data, 2020 and 2013
Percentage of Students Exhibiting Any Depression (PHQ-9), by Race and Ethnicity

Healthy Minds Study Data, 2020 and 2010
Percentage of Students Exhibiting Suicidal Ideation in Last Year, by Race and Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab/Arab American</td>
<td>6.3%</td>
<td>12.6%</td>
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<tr>
<td>Asian/Asian American</td>
<td>7.6%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Black</td>
<td>8.5%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.2%</td>
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<td>Native American</td>
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<tr>
<td>Pacific Islander</td>
<td>8.7%</td>
<td>15.0%</td>
</tr>
<tr>
<td>White</td>
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</tr>
</tbody>
</table>

Healthy Minds Study Data, 2020 and 2010
Faculty & Staff Mental Health and Well-being
Figure 17. Resources or Policies Extended to Support Faculty Mental Health and Well-Being

- Revised work-from-home policies: 71%, 78%, 91%, 86%
- Expanded counseling services: 50%, 51%, 53%, 44%
- Adjusted tenure and promotion decision-making policies: 83%, 52%, 3%, 4%
- Free or reduced-rate wellness classes: 70%, 29%, 23%, 17%
- Emergency aid or other funding: 65%, 17%, 15%, 26%

Figure 18. Resources or Policies Extended to Support Staff Mental Health and Well-Being

- Revised work-from-home policies
- Flexible schedule and/or hours
- Expanded counseling services
- Free or reduced-rate wellness classes
- Emergency aid or other funding
- Allocating mental health days for use as sick time
- Childcare

Student Affairs Professionals, Well-being and Work Quality

- Student affairs professionals have room for improvement in their well-being (40.67 out of 50)
- Biggest predictors of well-being for these professionals:
  - Career satisfaction
    - Clear goals
    - Using abilities at work
    - Contributions acknowledged by supervisor
    - Encouraged to develop new skills
    - Satisfied with opportunities and training
  - Control at work
    - Able to voice opinions and influence change
    - Involved in decisions that impact them
    - Involved in decisions that impact the public in their area

- Published study in Journal of Student Affairs Research and Practice (vol 58; no 2)
Discussion Questions

• How do the patterns shown in these data manifest on your campus as it relates to your students? Your colleagues?

• What strategies does your institution implement to support mental health and well-being? For students? For staff?

• In what areas does your institution need more support as it relates to mental health?

• What can ACE support the field on this topic?
Mental Health & Well-being Resources
Equity in Mental Health Framework

- Found at equityinmentalhealth.org
- The Steve Fund and JED Foundation

10 Recommendations that are specific and actionable

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)

- Pilot project and report
Okanagan Charter

- International charter for health promoting colleges and universities
- Focus on health promotion more broadly
- Unique role for colleges and universities
- Two Calls to Action:
  - Embed health into all aspects of campus culture, across the administration, operations, and academic mandates
  - Lead health promotion action and collaboration locally and globally
- Guided by Key Principles for Action
  - Not deficit minded
  - Right to health
  - Participatory approaches to engage student voice
Mental Health, Health, and Well-being Assessments & Data

- Healthy Minds
- ACHA National College Health Assessment (NCHA)
- Wake Forest Wellbeing Assessment
- Center for Collegiate Mental Health (CCMH)
- AUCCCD Counseling Center Director Survey
- Active Minds Student Surveys
- Institutional surveys (e.g., CIRP, NSSE, CSSE, College Senior Survey)
Subjective Well-being For Students with Minoritized Identities

- Released in collaboration with Wake Forest Wellbeing Collaborative
- Examines subjective well-being of students with historically minoritized identities
  - Race and ethnicity
  - Gender identity
  - Sexual orientation
- Key finding: Overall, students with historically minoritized identities report lower subjective well-being than students without these identities
- Available on ACE’s website
Reports and Resources

- The Role of Faculty in Student Mental Health
  - Mary Christie Institute and Boston University
- Mental Health Task Forces in Higher Education
  - ACE
- Mental Health, Substance Use and Wellbeing in Higher Education: Supporting the Whole Student
  - National Academies of Science, Engineering and Medicine
- Clinical Load Index
  - Center for Collegiate Mental Health
- Investing in Student Mental Health: Opportunities and Benefits for College Leadership
  - Healthy Minds and ACE
- College Student Mental Health and Well-being Blog Series
  - ACE
Questions? Reach out!

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