# table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation Overview</td>
<td>2</td>
</tr>
<tr>
<td>Methods</td>
<td>2</td>
</tr>
<tr>
<td>Campus Quarterly Report Summaries and Student Survey Results</td>
<td>4</td>
</tr>
<tr>
<td>Online Student Survey</td>
<td>4</td>
</tr>
<tr>
<td>Overview of Site Visit Methodology</td>
<td>63</td>
</tr>
<tr>
<td>Campus Selection</td>
<td>63</td>
</tr>
<tr>
<td>Institutional Review Board</td>
<td>63</td>
</tr>
<tr>
<td>Data Collection Methods</td>
<td>63</td>
</tr>
<tr>
<td>Site Visit: California State University, Los Angeles</td>
<td>64</td>
</tr>
<tr>
<td>Site Visit: California State University, Sacramento</td>
<td>68</td>
</tr>
<tr>
<td>Site Visit: San Diego State University</td>
<td>73</td>
</tr>
<tr>
<td>Site Visit: San José State University</td>
<td>78</td>
</tr>
<tr>
<td>Conclusion</td>
<td>83</td>
</tr>
<tr>
<td>Appendix A: Respondents Demographics by Campus</td>
<td>86</td>
</tr>
<tr>
<td>Appendix B: Respondent Demographics by Campus - Race/Ethnicity</td>
<td>87</td>
</tr>
<tr>
<td>Appendix C: Respondent Demographics by Campus - Student Populations</td>
<td>88</td>
</tr>
<tr>
<td>Appendix D: Campus Climate</td>
<td>89</td>
</tr>
<tr>
<td>Appendix E: Respondent Perceptions of Student Support by Campus</td>
<td>90</td>
</tr>
<tr>
<td>Appendix F: Student Survey Questions and Response Options</td>
<td>92</td>
</tr>
</tbody>
</table>
Introduction

In 2011, the California State University Chancellor’s Office was awarded a $6.9 million grant by the California Mental Health Services Authority (CalMHSA). The grant was made possible via the funding of the Mental Health Services Act (California Proposition 63). Passed in 2004, Prop 63 directed California counties to develop a broad approach to providing statewide Prevention and Early Intervention (PEI) services and education for California mental health consumers. The Student Mental Health Initiative (SMHI) was one of three statewide Prevention and Early Intervention projects approved for implementation by the Mental Health Services Accountability and Oversight Commission in 2008. SMHI focuses on strategies that strengthen student mental health in K-12 educational systems and institutions of higher education.1 The California State University Office of the Chancellor was one of three higher education SMHI partners, along with The California Community Colleges and the University of California System.

Of the $6.9 million that the California State University Office of the Chancellor received from CalMHSA, approximately $5.8 million was distributed to the CSU’s 23 campuses via two-year sub-award grants. A Request for Proposals (RFP) was distributed to the CSU campuses in March 2012. Each campus responded to the RFP, detailing the strategic direction and detailed implementation plan that would be utilized on each campus. Each CSU campus identified between one and three activity tracks that they proposed to target with their CalMHSA dollars. Activity tracks included: 1) curriculum development and training; 2) peer-to-peer support programs; and 3) suicide prevention. As a condition of funding, CSU campuses were also required to establish formal partnerships with their respective County Mental Health Service representatives.

Exhibit 1 highlights the two-year funding amounts that were awarded to each CSU campus.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Funding Awarded</th>
<th>Campus</th>
<th>Funding Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td>$138,273</td>
<td>Northridge</td>
<td>$456,677</td>
</tr>
<tr>
<td>Channel Islands</td>
<td>$93,833</td>
<td>Pomona</td>
<td>$320,004</td>
</tr>
<tr>
<td>Chico</td>
<td>$234,549</td>
<td>Sacramento</td>
<td>$371,940</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>$220,161</td>
<td>San Bernardino</td>
<td>$239,219</td>
</tr>
<tr>
<td>East Bay</td>
<td>$198,606</td>
<td>San Diego</td>
<td>$383,494</td>
</tr>
<tr>
<td>Fresno</td>
<td>$291,340</td>
<td>San Francisco</td>
<td>$409,999</td>
</tr>
<tr>
<td>Fullerton</td>
<td>$402,513</td>
<td>San José</td>
<td>$370,264</td>
</tr>
</tbody>
</table>

Evaluation Overview

Harder+Company Community Research was contracted by the California State University Office of the Chancellor in 2012 to review, synthesize and evaluate the different strategies each of the CSU campuses employed to accomplish the common goals of the CalMHSA funding. The California State University Office of the Chancellor sought to understand the results of these CalMHSA-funded suicide prevention and stigma reduction programs at three levels: student-level, faculty and staff-level, and the university-level. Evaluation goals at each of these levels are described below:

- **Student Level**: The evaluation aimed to assess how individual university approaches to the CalMHSA grant addressed student needs, affected student knowledge, and influenced student use of mental health services.

- **Staff and Faculty Level**: The evaluation aimed to capture the perceptions of faculty and staff regarding how effective on-campus CalMHSA programming and trainings were in preparing them to address student mental health concerns, as well as considerations about how the program was locally administered.

- **University Level**: The evaluation aimed to understand how CSU campuses selected the CalMHSA activity tracks and the relative success of their implementation, given the history and current context of mental health on campus. Given the limited term of CalMHSA funding, it also aimed to examine sustainability approaches devised by the CSU campuses.

The evaluation leveraged existing data collection activities underway by the universities for the purposes of grant reporting and for the statewide evaluation of SMHI across all higher education partners in California, supplemented with targeted data collection to address the questions of greatest importance to the California State University Office of the Chancellor. Harder+Company worked closely with California State University Office of the Chancellor representatives, namely the Assistant Director of Student Mental Health, to ensure that the evaluation addressed the questions of key importance to the CSU system.

Methods

Harder+Company’s approach to the CSU CalMHSA evaluation was based on a multi-case study design, with a goal of evaluating CalMHSA funding outcomes at multiple levels across 23 universities. This approach builds off a traditional case study method by examining several cases that are linked together, and it is particularly useful for situations in which an intervention is implemented across unique sites.2

---

This design allowed for examination of university-specific interventions within the context of individual campus characteristics that may influence the success of the selected intervention.

The evaluation approach was split into three phases. Phase I was the multi-case study assessment of the CalMHSA activities and results across the 23 universities, utilizing existing campus progress reports submitted quarterly to the California State University Office of the Chancellor. Phase II was an in-depth study of a sample of universities to lend additional context and understanding to the themes elicited in Phase I. Phase III included analysis and reporting. The activities of each phase are explained in their respective sections below.
Each CSU campus was required to report out on their CalMHSA grant activities to the California State University Office of the Chancellor on a quarterly basis. These quarterly progress reports provided details on all of the grant activities planned and performed for each of the campuses’ selected activity tracks (curriculum development and training, peer-to-peer programs, and suicide prevention). The Harder+Company evaluation team reviewed and synthesized all 23 campuses’ quarterly progress reports between July 2012 and April 2014 to develop a campus-by-campus summary of the CalMHSA grant activities completed during the funding period. In all, 184 progress reports across eight time points were included in this analysis.

Summaries provided for each campus include details on:

- Activity track(s) selected
- Trainings undertaken during the grant period
- Peer-to-peer activities
- Community partnerships attempted and/or formed
- Intra-university collaborations
- Resources developed
- Program dissemination and outreach events planned and held

It should be noted that only the information provided by campuses in these progress reports were included in the campus-by-campus summaries found in this report (pages 6-62). The evaluators acknowledge that campuses may have undertaken additional activities that they neglected to report or did not report full details about in their quarterly progress reports to the California State University Office of the Chancellor, which would be omitted from these campus summaries.

Online Student Survey
A web-based student survey was developed by RAND Corporation and SRI International for the purposes of the statewide evaluation of SMHI’s higher education partners’ grant activities. This survey was designed to gather information about college student behaviors, experiences, and attitudes related to their mental health and well-being. The Harder+Company evaluation team worked with RAND and SRI staff to include a specific set of questions on the web-based student survey that were related to the goals of the CSU’s local evaluation. Specifically, these questions pertained to students’ perceptions of campus support services for mental health and campus climate surrounding mental health and stigma reduction.
The web-based student survey was originally intended to be administered to a sample of 150-200 students from each CSU campus via email during the Spring 2013 semester. Due to IRB restrictions at some campuses, competing demands, and other campus concerns, the survey was not released until the Fall 2013 semester and only nine CSU campuses disseminated the online student survey, including:

<table>
<thead>
<tr>
<th>California State University, Channel Islands</th>
<th>Cal State Monterey Bay</th>
<th>San Diego State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt State University</td>
<td>California State University, Northridge</td>
<td>California Polytechnic State University, San Luis Obispo</td>
</tr>
<tr>
<td>California Maritime Academy</td>
<td>California Polytechnic State University, Pomona</td>
<td>California State University, Stanislaus</td>
</tr>
</tbody>
</table>

When the survey closed at the beginning of January 2014, a total of 7,210 student surveys had been submitted online across these nine campuses. The campus with the largest participation was California Polytechnic State University, San Luis Obispo with 1909 student respondents; the campus with the lowest participation was the California Maritime Academy with 243 student respondents.

Survey data were compiled by RAND and sent to Harder+Company for analysis. Harder+Company used IBM SPSS version 19 to analyze the survey data. The results for the nine participating campuses are included with their campus quarterly report summaries that follow, in alphabetical order.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Question, Persuade, and Refer (QPR)

**Peer-to-Peer Activities**
- Curriculum developed to focus on classroom settings is a combination of the Boosting Alcohol Consciousness Concerning the Health of University Students Network’s peer education curriculum, and includes additional information on depression, suicide, alcohol, and mental health stigma; peers presented curriculum in the classroom (Inspire program)
- Participated in the Inspire program and presented to classrooms and campus organizations
- Developed curriculum to address the needs of diverse student population and sponsored a depression awareness and stigma reduction event

**Community Partnerships**
- Kern County Mental Health partner offered QPR trainings and offered presentations to Peer Educators
- Kern County agreed to allow individuals from California State University Bakersfield (CSUB) interested in ASIST training to attend their monthly trainings (due to lack of interest in on campus trainings)

**Intra-university Collaboration**
- Ten campus staff from across multiple departments became QPR trainers
- QPR trainings were held for staff in Services for Students with Disabilities and for Resident Assistants
- Faculty from Educational Counseling agreed to provide ASIST trainings on campus
Resources Developed
+ Expanded the Step Up! Bystander program to reduce sexual assault to include a component on alcohol
+ Developed an assessment for the peer educator presentations to get feedback from students
+ Provided classroom presentations to CSUB 101 course

Program Dissemination and Outreach Events
+ Posters placed around campus
+ Promotional bookmarks were placed in Center for Community Engagement and Career Education, Student Recreation Center, Student Health Services, Student Union, Housing and Residential Life
+ Student Health 101 posted on Facebook
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Peer-to-Peer counseling
- Training faculty and staff in suicide prevention

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Kognito

**Peer-to-Peer Activities**
- Grant Coordinator attended CalMHSA-sponsored Peer Education Meeting to learn more about implementing a peer education program
- No official peer program started but Grant Coordinator worked with two students on several projects related to suicide prevention

**Community Partnerships**
- Received mini grant from Pacific Coast College Health Association for suicide prevention week
- Grant Coordinator received updates from Ventura County Mental Health (VCMH) and developed a partnership to allow California State University, Channel Island (CSUCI) staff/faculty/students to attend MHFA trainings at VCMH
- Grant Coordinator met with Ventura County Behavioral Health to discuss collaborative efforts
- Grant Coordinator met with Health Service Directors from Ventura and Moorpark Community Colleges
- Casa Pacific and University of California Los Angeles VA Hospital participated in a tabling event during Suicide Prevention Week
- Grant Coordinator was a member of the California Suicide Prevention Network
Intra-university Collaboration

+ Veterans Center and the Multicultural Center participated in Suicide Prevention week
+ Worked with faculty chairs to encourage faculty to complete Kognito
+ Collaborated with different organizations for Suicide Prevention Week including: Veteran’s Affairs, Personal Counseling Services, Multi-Cultural Center, Police, Library, Communications and Marketing, Student Health Services and Student Life
+ Worked with Student Housing, Psychology Department, Multi-Cultural Center, and several student groups to bring “Art with Impact” to campus during Eating Disorder Awareness Week with a focus on suicide and suicide prevention
+ Assistant Director of Resident Life was trained as a trainer in MHFA

Resources Developed

+ Updated Health Services websites to include more centralized information on resources
+ Created a Facebook page with links and information on suicide prevention
+ Student Health Center assistant produced a Student Health 101 supplemental video
+ Senior student developed a campaign with three key points: 1) It’s ok to ask the question, 2) Break the stigma, and 3) Participate in Kognito online

Program Dissemination and Outreach Events

+ Article on CalMHSA grant published in Wavelength, a bi-monthly newsletter for faculty and staff
+ Distributed Student Health 101 to freshman and sophomores and to the rest of campus through the CSUCI Facebook page and Twitter
+ Publicized suicide prevention week through community newspapers, flyers, Facebook, and in person presentations to the CSUCI campus and community groups
+ Suicide prevention week included: material distribution, increased marketing for Kognito, presentations from guest speakers, and collaborating with many organizations on campus
+ Campus psychologist presented to six different classes on depression, mental health services on campus and encouraging participation in Kognito on-line
Student Survey Results*

<table>
<thead>
<tr>
<th>California State University, Channel Islands:</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perceptions of Campus Mental Health Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>892</td>
<td>52.1%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referral services.</td>
<td>891</td>
<td>49.4%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>891</td>
<td>54.0%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>891</td>
<td>15.8%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>890</td>
<td>63.4%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out about the available mental health services on campus.</td>
<td>891</td>
<td>37.4%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>890</td>
<td>48.3%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>891</td>
<td>33.8%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>890</td>
<td>48.6%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings*

Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

*Full survey question and response options can be found in Appendix F.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Kognito
- safeTALK Suicide Awareness Training

Peer-to-Peer Activities
- Peer assistants paired with students for WellCat Fit, a wellness through fitness program
- Peer educators delivered presentations

Community Partnerships
- Collaborated with Butte County to deliver safeTALK Suicide Awareness training, form Suicide Prevention Task Force, plan for the Annual Suicide Prevention Summit, and hold workgroups to focus on the specific needs of the community
- Monterey County Health Department participated in the Suicide Prevention Task Force and ASIST training
- Community partners helped market and staff outreach events
Intra-university Collaboration

+ Department chairs and student organization leaders were active in the development and implementation of programming
+ Faculty members offered extra credit to students who completed Kognito trainings
+ Collaborated with Center for Teaching Excellence to develop a multi-page insert for local newspaper
+ Collaborated with Veterans Center, Gender and Sexuality Equality Center, Cross-Cultural Leadership Center, Equal Opportunity Program, International Student Services and Accessibility Resource Center to administer training to staff and tailor outreach to corresponding student populations

Resources Developed

+ Developed a guide for faculty and staff called “How and When to Refer a Student to Counseling”
+ Developed “Umatter” one-stop-shop resource and information webpage and Facebook page

Program Dissemination and Outreach Events

+ Student Health 101 digital magazine distributed and posted on Counseling Center website
+ Kognito was promoted on recreation center monitors and on-campus announcements
+ Letters were sent to 2000+ faculty, students, and staff to promote trainings
+ Poster and tabling events were held in the residence halls to promote programming
+ Held “Art with Impact” and “Care Enough to Act” outreach events
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
+ Peer-to-Peer counseling
+ Training faculty, staff, and students in suicide prevention

Trainings
+ Applied Suicide Intervention Skills Training (ASIST)
+ Mental Health First Aid (MHFA)
+ Question, Persuade, and Refer (QPR)
+ Kognito

Peer-to-Peer Activities
+ Trained in MHFA and Kognito
+ Developed and participated in outreach efforts
+ Provided classroom presentations
+ Collected surveys to assess student perceptions of psychological services on campus

Community Partnerships
+ Los Angeles County Department of Mental Health (DMH) district chief presented to clinical staff on service area and county resources
+ Collaborated with Mental Health Services Suicide Prevention and Bereavement Services Program to promote awareness of suicide prevention in campus community
+ Attended Service Area Advisory Council (SAAC) District 8 to engage with partners and assess community-based resources
+ Collaborated with Los Angeles Community College Consortium’s Campus Based Grant to host Student Mental Health Regional Strategizing Forum promoting networking, information sharing and collaboration with 120 potential partners
+ Communicated with community partners including University of California Los Angeles Harbor in the exchange of resources and referrals for students
+ Maintained contact with Santa Monica Community College, West Los Angeles College, Los Angeles Community College Consortium to share best practices, events, and potential collaborative efforts
California State University, Dominguez Hills

+ Worked with community organizations and county partners to host “Journey to Wellness” mental health wellness fair. Partners included: YWCA, Su Casa, DMH, The Center of Long Beach, Center for Discovery and Adolescent Change, El Nido Family Center, Bienestar, Eating Disorders Awareness and Prevention organization, Coastal Asian Pacific Mental Health
+ Hosted “Partnering for Peace and Wellness: College Violence Prevention and Intervention Training” in conjunction with the Los Angeles Community College Consortium, FBI, and DMH

Intra-university Collaboration
+ Educated admissions and records staff, College of Health and Human Services chair’s council, Equal Opportunities Program and Encounter to Excellence staff on how to assess and cope with difficult students, issues of suicide and mental health, and promote awareness of campus mental health resources
+ Educated parents at Presidential Scholarship Competition on Mental Health
+ Student Health Advisory Committee (SHAC) promoted mental health awareness by developing and implementing programs on suicide prevention/stigma reduction
+ Presentations to College of Arts and Humanities, Council of Deans on MHFA, Kognito and QPR
+ VP of Enrollment Management and Student Affairs (EMSA) commissioned a special section of MHFA for Division staff
+ Provided ongoing support to Student Support Services program by providing staff training and support on how to address issues of mental illness, understanding barriers to success, and establishing healthy boundaries in foster youth population

Resources Developed
+ Student Health 101 added to current university website
+ Designated space in Student Health and Psychological Services for peer education, groups, trainings to include literature and computers for educational purposes
Program Dissemination and Outreach Events

- Four faculty and staff trained as MHFA trainers including the AVP for Student Affairs/Dean of Students, the Interim Student Conduct Office/Associate Director of Housing, Director of the Multicultural Center and a Staff Psychologist
- Faculty, staff and administrators were trained in QPR
- SH&PS Student Health Advisory Committee hosted outreach fairs and tabling events
- Posted campaign materials in University Housing, Student Union, Associated Students, Career Center, Veteran Affairs, Multicultural Center, campus academic departments and other Student Affairs offices
- Supportive services and mental health awareness training provided to RAs in University Housing
- Training on mental health provided to Diversity in Action interns of the Multicultural Center
- Promoted MHFA trainings through Dominguez Hills email, Facebook, Blackboard and flyers
- Educated 80 students at a retreat hosted by the Multicultural Center on mental health issues, suicide, and campus services
- Hosted suicide prevention candlelight vigils
- Provided supportive services and mental health awareness training to staff and student mentors of the Male Success Alliance
- Worked with Digital Media Arts students to produce two public service announcements promoting mental health and suicide prevention
- Embracing the Mind, Body, and Soul: Improving Mental Health by Eliminating the Stigma amongst African Americans
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)

Peer-to-Peer Activities
- Second and third year Marriage Family Therapy (MFT) students serves as Resident Hall Peer Educators
- Peer educators are available during hours when Student Health and Counseling Services Center is closed to offer support to students in need
- MFT Peer Educators facilitate Wellness Recovery Action Planning (WRAP) groups
- Peers meet bi-monthly to collaborate with Associated Students Inc., Diversity Center, Accessibility Services, Student Health and Counseling Services, and LGBTQ to target outreach and support

Community Partnerships
- Peers Envisioning and Engaging in Recovery (a County partner)
- Alameda County Behavioral Health
- Kipp King Collegiate High Schools

Intra-university Collaboration
- Recruited 20 general education faculty to use Student Health 101 digital magazine in class
- Psychology department faculty participated in WRAP groups
- Other collaborations included:
  - Faculty Development Center
  - Accessibility Services
  - Recreation and Wellness Center
  - Marriage Family Therapy Counseling Services
  - Diversity Center
Resources Developed

- Students developed 40 different marketing materials
- Peer counseling handbook was created
- *The Better Life Project* webpage was created to promote tabling and outreach events and to disseminate WRAP group, career, dating, health, housing, and other general school resources

Program Dissemination and Outreach Events

- Distributed 45 posters, 200 flyers, and mass Student Health 101 digital magazine promotional emails
- Advertised CalMHSA events around campus at, at the Counseling Center, and on Facebook webpages
- Tunnel of Oppression/ Tunnel of Hope exhibit about various forms of oppression was held for over 325 students, staff, and faculty
- 20+ local workshops and presentations on various mental health and wellness topics
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)

Peer-to-Peer Activities
- 12 Peer Ambassadors of Wellness (PAWs) were trained to serve as peer educators focused on mental health and physical activity in the Work it Out! program
- Assisted in the development and facilitation of “Breaking the Stigma” events
- Organized de-stress events

Community Partnerships
- Recruited community and county members for the California State University, Fresno advisory board/ task-force
- Partnered with Central Valley Suicide Prevention Hotline to customize Student Health 101 digital magazine
- Fresno County Behavioral Health extended invitations to CSUF to complete their trainings
- Invited by Fresno Survivors of Suicide Loss Inc. to participate in a youth forum
- Collaborated with Fresno County Kings View Behavioral Health for the “R U OK? U Matter!” high school suicide prevention event
- National Alliance on Mental Illness and Mental Health America of California provided resource tables at Depression Screening Day event
Intra-university Collaboration
+ Interdepartmental task-force was created
+ Collaborated with graduate social work classes
+ 44 faculty and staff members enrolled in Project SAFE, identifying staff members as resources to students in distress

Resources Developed
+ Developed a suicide prevention website and resource guide
+ Created a “Do-it-Yourself” health website with important resources
+ Developed a handbook for students participating in the Work it Out! program to track progress

Program Dissemination and Outreach Events
+ 15+ campus workshops, webinars, and trainings were held
+ Monthly coping and help-seeking events were held
+ Disseminated Fresno County training materials
+ Held a student-driven poster campaign
+ Distributed Student Health 101 digital magazine
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks

+ Peer-to-Peer counseling
+ Training faculty, staff, and students in suicide prevention
+ Suicide prevention and stigma reduction strategies

Trainings

+ Applied Suicide Intervention Skills Training (ASIST)
+ Mental Health First Aid (MHFA)
+ Question, Persuade, and Refer (QPR)
+ Faculty liaison training

Peer-to-Peer Activities

+ 16 peer facilitators trained in Step Up! and provided Step Up! Workshop to student groups, classrooms, and staff
+ Active Minds Chapter composed of 11 student leaders

Community Partnerships

+ Orange County Mental Health
+ Keynote speaker from California Polytechnic University, Pomona presented to California State University, Fullerton students
+ Partnered with the National Alliance for Mental Illness (NAMI) and the Send Silence Packing National Road Crew at the Send Silence Packing Event

Intra-university Collaboration

+ Faculty trained as liaisons to serve as consultants to their colleagues regarding student mental health issues
+ Developed plan with campus police to post signs for emergency response for suicide attempts
+ Department of Health Education and Promotion and Counseling and Psychological Services provide training, information, and guidance to Active Minds and Step Up!
+ The VP of Academic Affairs marketed QPR to Department Chairs, and project coordinators marketed it to the Deans of Student Affairs
Active Minds, Peer Health University Network, and Peer Health Educators currently provide mental health and wellness programming to the student community and collaborated together or with other student organizations to deliver culturally competent programs.

Active Minds co-hosted a body image awareness film screening/resource fair with the Women’s Gender Equity Center.

Resources Developed

- Customized Student Health 101 to include California State University, Fullerton-specific information
- Program coordinators created marketing materials for QPR
- Stress Management and Students in Distress workshops developed
- Signs of distress and referral strategies article written for New Student and Parent Programs newsletters
- Program coordinators developed the Student Crisis Referral Guide which was distributed to faculty liaisons.

Program Dissemination and Outreach Events

- QPR trainings regularly offered to faculty, staff and students
- Distributed Student Health, QPR and Step Up! marketing materials to Athletics, Greek Life, Housing, Multicultural Center, Women’s Center, Student Affairs, Campus Housing
- Student Health 101 promotional materials disseminated via campus housing and student organizations and advertising was posted Facebook, at the Student Health and Counseling Center Website and was also promoted through Student Affairs, Greek Life, and New Student and Parent Programs
- Step Up!, a peer-led and pro-social bystander workshop, was provided to student groups, classes and staff
- Active Minds hosted the “Send Silence Packing” exhibit and distributed over 1,000 flyers and materials which promote mental health. The event was covered by the Daily Titan (campus newspaper) and the Orange County Register
- Parents receive referral and crisis response information at New Student Orientation
- Active Minds hosted an educational movie night for students and provided students with information about mental health resources on campus and materials which serve to reduce stigma and increase help-seeking behaviors
- Active Minds hosted the stress-relief event “Calm Before the Storm” where students had the opportunity to de-stress with professional therapy dogs from the Orange County Society for the Prevention of Cruelty to Animals and Paws 4 Healing organizations
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Mindsight Interpersonal Neurobiology Workshops
- safeTALK faculty resource deputation training
- Life Skills workshop series
- Seven week Emotional Brain Training course

Peer-to-Peer Activities
- Regular support groups were held to support peers in their mentoring work
- Four peer events were held on campus
- Peers were responsible for making referrals to the Counseling Center

Community Partnerships
- Contracted ProtoCall after-hours phone hotline
- Humboldt County Department of Health and Human Services representative served on Humboldt State University advisory board and offered ASIST, QPR, and safeTALK trainings to the greater community
- Three faculty and staff members joined a regional suicide prevention taskforce collaboration that worked on developing a best practices tool kit for suicide prevention and served at-risk populations in 13 Northern California locations
- Residence life delivered a 6-session training to 50 community advocates
- Collaborated with Superior California Suicide Prevention Network
Intra-university Collaboration
+ Staff participated in developing curriculum
+ Staff completed QPR
+ Established a relationship with Student Health 101

Resources Developed
+ Developed a mental health screening for students to complete online which was displayed on their website
+ ProtoCall was implemented as an additional resource for students in distress
+ Instructional mental health topic video resources were added to campus website
+ Online mental health presentations were developed; presentation on depression was viewed over 1,500 times

Program Dissemination and Outreach Events
+ Counseling and Psychological Services website was used to make information and resources accessible to students, faculty, staff, and parents
+ Student Health 101 Facebook page and digital magazine were disseminated
+ Acceptance and Commitment Therapy 90-minute workshop series was held weekly
+ Held weekly 60-minute mindfulness workshops
### Humboldt State University: Student Perceptions of Campus Mental Health Climate

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>1,222</td>
<td>57.1%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>1,217</td>
<td>53.6%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>1,218</td>
<td>56.5%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>1,220</td>
<td>11.4%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>1,224</td>
<td>62.8%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>1,219</td>
<td>49.0%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>1,220</td>
<td>52.1%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>1,219</td>
<td>35.4%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>1,217</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

### Campus Climate Ratings*

Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

- **DANGEROUS**: 4.6
- **INTOLERANT**: 3.9
- **IMPERSONAL**: 3.6
- **HOSTILE**: 4.0

*Full survey question and response options can be found in Appendix F.*
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Suicide prevention and stigma reduction strategies

Trainings
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Prevention and Early Intervention (PEI) Workshops

Peer-to-Peer Activities
- Peers trained as QPR gatekeepers
- Peers held open workshops adapted from MHFA
- Project OCEAN Suicide Prevention Program peer training

Community Partnerships
- CalMHSA Steering Committee member presented at Service Area Advisory Committee
- County Mental Health provided threat assessment and school violence training for California State University Long Beach Police Department Community Service Officers
- 12 off-campus mental health organizations signed up for “Live Your Life Day Event”; invited over 20 agencies from the community to participate
- Provided suicide prevention training at Rio Hondo College for their Disabled Student Services Ambassador
- Participated in the CSU Candlelight Vigil along with The Jason Foundation and the California State University, Long Beach Active Minds Chapter
Intra-university Collaboration

- Developed CalMHSA Committee to promote grant activities
- Facilitated suicide prevention training/workshops to Gay Straight Alliance and Disabled Student Services
- Collaborated with faculty and other professionals in the community to provide mental health outreach services to Latina students on campus at the Latina Connection Conference
- CalMHSA Program Coordinator worked with Student Services division to provide suicide prevention training to professional staff, administrators and managers
- Some College of Education faculty members incorporated QPR training into coursework

Resources Developed

- Created Project OCEAN/ CalMHSA website
- Developed promotional materials

Program Dissemination and Outreach Events

- Student Health 101 distributed at outreach events
- Materials available in Counseling and Psychological Services waiting area, distributed at events and workshops, and placed in departments on campus with heavy student traffic
- Conducted multiple outreach events to promote mental health awareness and information about resources on campus
- Mental health workshops provided to Resident Assistants and athletic peer mentors
- Project OCEAN advised a group of Master of Social Work students on providing a workshop that strives to open a dialogue with international students about overall well-being and mental health
- Project OCEAN supported members of the Suicide Prevention Program who facilitated QPRs for their staff and peer programs. Examples of these program include but are not limited to: President Scholars, University Honors students, Destino (Latino Christian club), Salsa club, Gay Straight Alliance, and Disabled Student Services peers
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Suicide prevention and stigma reduction strategies

Trainings
- Mental Health First Aid (MHFA)
- Kognito
- Student Health 101 trainings
- Suicide Prevention and Assessment
- Student Mental Health: Comprehensive Suicide Prevention

Peer-to-Peer Activities
- 4 Public Health interns hired to work with Student Health 101

Community Partnerships
- Deputy Director of Los Angeles County Department of Mental Health (LACDMH) Emergency Outreach Bureau and supervising psychiatric social worker of the Los Angeles County Department of Mental Health School Threat Assessment Response Team spoke with Counseling and Psychological Services staff about responding to students in distress
- Collaborated with LA County Office of Education to develop online programs
- Collaborated with California State University, Dominguez Hills to co-facilitate MHFA trainings

Intra-university Collaboration
- CalMHSA grant coordinator provided consultations to Health Promotion and Education Student Service Professionals on suicide prevention presentations
- Presentations made to Center for Teaching and Learning Excellence to promote CalMHSA program
- Met with various departments across campus to discuss collaboration methods
- A counselor was placed in the Veterans Office on campus weekly for drop in visits

Resources Developed
- Developed an in-class training to impart an understanding of multiculturalism, tolerating differences, and reducing internalized and externalized stigma
Program Dissemination and Outreach Events

+ Health education providers promoted Student Health 101
+ Kognito and suicide prevention trainings were promoted to all MHFA training participants and to all deans and chairs
+ Provided in-class trainings to students focused on peer support, lowering stigma, and increasing use of services
+ The suicide prevention trainings were promoted by emailing department chairs and deans and requesting that they disseminate the training information to faculty
+ Counseling staff conducted tabling events around campus
California Maritime Academy

The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
+ Peer-to-Peer counseling

Trainings
+ Applied Suicide Intervention Skills Training (ASIST)
+ Mental Health First Aid (MHFA)
+ Question, Persuade, and Refer (QPR)
+ Bystander training
+ Suicide prevention skills training

Peer-to-Peer Activities
+ 26 volunteer peer educators were recruited to educate students on mental health and wellbeing
+ Weekly planning/training meetings were held to provide centralized and coordinated access to information, resources, and training for Peer Health Educators
+ Peer Health Educators provided Alcohol Wise: Being Safe & Responsible training to incoming freshmen at Freshmen Orientation
+ Peer Health Educators offered group counseling sessions

Community Partnerships
+ A representative from Alcoholics Anonymous of Solano County South helped with an alcohol prevention and healthy holiday behavior event in December
+ The Greater San Francisco Bay Area Chapter of the American Foundation for Suicide Prevention participated in California Maritime Academy’s Candlelight Memorial suicide and mental health awareness event
+ Solano County Health gave a presentation to students about mental health resources and suicide prevention
+ Consulted with SafeQuest Solano regarding implementing a women’s support group on campus
+ Corresponded with MHFA trainer in Yolo County to coordinate training
+ Health Educator attended:
  ▪ Boosting Alcohol Consciousness Concerning the Health of University Students (BACCHUS) Network Certified Peer Health Educator training at Fresno Community College
  ▪ Alcohol 101 and Peer Health Education trainings at San José State University
  ▪ BACCHUS Friends Helping Friends Network training at Cabrillo College
Intra-university Collaboration

- Health 101 instructor distributed stigma-reduction materials
- Worked with Leadership Development Coordinator to fold peer-to-peer programming into a campus-wide leadership initiative
- Collaborated with the presidents of Associated Students and Alcohol Advisory Committee to develop suicide prevention programming

Resources Developed

- Student Health 101 digital magazine was added to Facebook website

Program Dissemination and Outreach Events

- Counseling and Psychological Services website allowed students, parents, faculty, and staff access to crisis information, after-hours assistance hotline information, and other resources
- Held 15+ outreach events
**Student Survey Results**

<table>
<thead>
<tr>
<th>California Maritime Academy: Student Perceptions of Campus Mental Health Climate</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>241</td>
<td>59.8%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>240</td>
<td>51.7%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>240</td>
<td>44.6%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>238</td>
<td>24.8%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>240</td>
<td>52.9%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>238</td>
<td>54.2%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>240</td>
<td>33.8%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>240</td>
<td>26.7%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>238</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

**Campus Climate Ratings**

Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

- **DANGEROUS**: 5.0
- **SAFE**: 5.2
- **INTOLERANT**: 4.7
- **TOLERANT**: 5.0
- **IMPERSONAL**: 4.0
- **CARING**: 5.0
- **HOSTILE**: 4.0
- **FRIENDLY**: 5.0

*Full survey question and response options can be found in Appendix F.*
California State University, Monterey Bay

The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Peer-to-Peer counseling

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)

**Peer-to-Peer Activities**
- 15 students were trained and certified through the Boosting Alcohol Consciousness Concerning the Health of University Students Network
- Developed a Human Development Peer Educator practicum course
- Peers held 3 POWER workshops on campus

**Community Partnerships**
- Contra Costa Crisis Center co-facilitated ASIST training
- Collaborated with Monterey County Department of Behavioral Health Prevention and Recovery in Early Psychosis to host ASIST
- National Alliance on Mental Illness hosted an “In Our Own Voice” speakers’ panel, and co-facilitated a discussion about mental illness and stigma on campus
- Co-Principal Investigator was selected to serve on Monterey County Mental Health Commission
- Collaborated and consulted with Suicide Prevention Services of the Central Coast for training
- Other community collaborators included: Blue Lotus Suicide Prevention, Jed Foundation, and Santa Cruz County Suicide Prevention Task Force

**Intra-university Collaboration**
- Veterans Counseling offered “Veterans’ Welcome” workshop for transfer students at new student orientation to increase awareness of resources
- Other collaborators on campus included: International Programs and the Personal Growth and Counseling Center
Resources Developed

+ Submitted an article to a 6-region National Association of Student Personnel Administrators newsletter

Program Dissemination and Outreach Events

+ Held presentations in first-year seminars
+ Suicide prevention and awareness tabling events were held at various times of the school year
+ Personal Growth & Counseling Center’s clinical supervisor conducted training for staff and faculty, served as a volunteer mentor and worked with former foster care youth
+ 12+ outreach events were held
Student Survey Results*

<table>
<thead>
<tr>
<th>California State University Monterey Bay:</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perceptions of Campus Mental Health Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>1,014</td>
<td>55.4%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>1,014</td>
<td>52.3%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>1,014</td>
<td>58.4%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>1,015</td>
<td>15.9%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>1,009</td>
<td>60.6%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>1,014</td>
<td>49.7%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>1,015</td>
<td>47.7%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>1,015</td>
<td>32.5%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>1,014</td>
<td>45.6%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings*

Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

- **DANGEROUS**: 5.1
- **INTOLERANT**: 5.2
- **IMPERSONAL**: 4.6
- **HOSTILE**: 5.0

*Full survey question and response options can be found in Appendix F.*
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
+ Training faculty, staff, and students in suicide prevention
+ Suicide prevention and stigma reduction strategies

Trainings
+ Applied Suicide Intervention Skills Training (ASIST)
+ Question, Persuade, and Refer (QPR)
+ Kognito
+ Threat assessment training to campus police and counselors
+ Student Behavioral Intervention and Workplace Behavior Intervention

Peer-to-Peer Activities
+ Peers trained to provide peer education and to present on suicide and depression issues
+ Trained peers, in a joint effort with Student Health Center, to become Boosting Alcohol Consciousness Concerning the Health of University Students certified

Community Partnerships
+ Invited Pearce Community College Health Center Director to participate in QPR
+ Los Angeles County Department of Mental Health held a campus-wide threat-assessment training
+ Supported efforts of National Alliance on Mental Illness on campus
+ Staff attended community training about working with student veterans and learning about the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)

Intra-university Collaboration
+ Peers are connected to educational departments, receive academic credit for Peer-to-Peer participation
+ CSUN Chief of Police collaborated on trainings
+ Developed strategic plan with residential life for training staff and RA’s in stigma reduction and aiding students in distress
+ Social work students helped to evaluate peer presentations
+ “Beat the Blues Week” was a collaborative effort between Pride Center, Veteran’s Resource Center, and National Center on Deafness
University 100 course instructors agreed to use Student Health 101 in their curriculum
Student Health Center helped to develop campus-wide Peer-to-Peer Education Umbrella
Liaison to Educational Opportunity Resilient Scholar Program for monthly trainings
Pride Center Liaison offered programs for LGBTQ students on a weekly basis
Counselor liaison provided workshops to foster youth on a monthly basis

Resources Developed
Developed a public service announcement for stigma reduction for student veterans

Program Dissemination and Outreach Events
Student Health 101 utilized as the major source for widespread education
Marketed Kognito and QPR trainings to faculty, staff and students
Implemented Kognito training night at Residential Life
Provided presentations on mental health and wellness topics for students
Organized a campuswide candle light vigil on suicide prevention and mental health stigma reduction
Organized a campuswide “Welcome to Wellness Day”
Student Survey Results

<table>
<thead>
<tr>
<th>California State University, Northridge:</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>517</td>
<td>59.4%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>517</td>
<td>56.5%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>516</td>
<td>58.3%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>517</td>
<td>15.9%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students' emotional well-being.</td>
<td>512</td>
<td>55.1%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>519</td>
<td>43.4%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>515</td>
<td>47.0%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>516</td>
<td>34.7%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>518</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings
Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

*Full survey question and response options can be found in Appendix F.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Ability Ally (increase awareness and sensitivity about people with disabilities).
- Dealing with Students in Crisis and Reporting Academic Dishonesty
- Kognito
- Notice and Respond

Peer-to-Peer Activities
- Peer Health Educators attended Active Minds Regional Summit
- Peer Educators trained in Boosting Alcohol Consciousness Concerning the Health of University Students Boosting Alcohol Consciousness Concerning the Health of University Students certified peer educator program and MHFA
- Completed individual stress reduction education sessions
- Participated in online trainings focused on emotional health, substance abuse, sexual orientation and violence prevention
- Created a suicide prevention video

Community Partnerships
- Collaborated with local universities and colleges in the campus campaign for “Strengthening Student Emotional Health and Resiliency” and to plan “Find Your Balance Campaign”
- Tri-City County Mental Health Service Area is a referral destination
- CalMHSA grant coordinator attended delegate meetings and public forums with County Mental Health Services
- Collaborated with Pomona College for the “Notice and Respond” train-the-trainers session
Intra-university Collaboration

+ Multiple campus departments, programs, classes, and students assisted in facilitating social marketing, an educational programming campaign, and other activities
+ Organizational Development and Training Program on campus is the main MHFA promoter
+ Student Health Center, Disability Resource Center, and Faculty Center for Professional Development co-facilitated “Handling Students in Distress” event
+ Nutrition, Kinesiology, and Psychology faculty co-facilitated an Active Minds speaker event
+ Coordinated with the First Year Experience Program and the Faculty Center for Professional Development department to discuss developing/implementing trainings
+ Partnered with Ethnic & Women’s Studies and Kinesiology departments to provide trainings focusing on mental health and suicide prevention, including MHFA and Depression Outreach Alliance
+ Partnered with Veterans Resource Center to implement Kognito with veteran peer advisors and veteran students
+ Staff and faculty members completed a “Notice & Respond” train the trainer session
+ Partnered with Active Minds to host an event titled “Let’s Talk About It” to reduce stigma around mental health

Resources Developed

+ Developed and promoted Handling Students in Distress trainings and a family resource guide for family members of first-generation college students
+ Partnered with Media Vision to create a video raising awareness of mental health topics
+ Hired an Interactive Screening Program advisor to develop an online program

Program Dissemination and Outreach Events

+ Classroom presentations held for over 180 students
+ Over 375 depression screenings were completed online through “Screenings for Mental Health”
+ Provided an orientation for new students with disabilities
+ Distributed “Tame Your Stress” kits and presentations
+ Promoted project information at a new faculty orientation, Student Health and Counseling Services staff retreat and to English and Foreign Language faculty
+ Developed and implemented Suicide Prevention Week activities including distributing “Know Your Signs” campaign materials and presentations to University Housing and Village Resident Assistants
+ Developed a faculty/staff guide to help students in distress and a student resource card
Hosted a Substance Abuse and Mental Health Services Administration webinar titled “Suicide Prevention Strategies and Resources to Improve Services for Service Members, Veterans and their Families” for faculty and staff

Utilized social media networks, such as Facebook, Instagram, Pinterest, and Twitter, to promote messages on stigma reduction, suicide prevention and mental health and to promote Student Health 101

Provided presentations and workshops to different departments and student groups, including Renaissance Scholars (former foster youth)

Conducted a workshop on suicide prevention with a class in the Psychology and Sociology Department

Conducted a workshop on helping students in distress for the Career Center and International Student Center
Student Survey Results*

<table>
<thead>
<tr>
<th>California Polytechnic University, Pomona:</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>268</td>
<td>54.1%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>267</td>
<td>57.7%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>266</td>
<td>52.3%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>267</td>
<td>15.4%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>268</td>
<td>50.4%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>267</td>
<td>43.1%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>267</td>
<td>41.2%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>267</td>
<td>29.6%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>266</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings*
Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

<table>
<thead>
<tr>
<th>DANGEROUS</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTOLERANT</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>TOLERANT</td>
</tr>
<tr>
<td>IMPERSONAL</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>CARING</td>
</tr>
<tr>
<td>HOSTILE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>FRIENDLY</td>
</tr>
</tbody>
</table>

*Full survey question and response options can be found in Appendix F.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**

- Training faculty, staff, and students in suicide prevention

**Trainings**

- Applied Suicide Intervention Skills Training (ASIST)

**Peer-to-Peer Activities**

- Held 16 Peer-to-Peer events
- Peers led campuswide programming and applied specific components to identified student groups

**Community Partnerships**

- Collaborated with Sacramento County Behavioral Health to develop an anti-stigma campaign
- Active Minds co-sponsored “Out of the Darkness Walk”
- Sacramento County Campus Connections
- Urgent Care Counselor referred students to community-based services

**Intra-university Collaboration**

- College of Natural Sciences and Math held ASIST training
- Launched “Be Well” campaign within California State University, Sacramento’s 7 colleges

**Resources Developed**

- Student Health 101 digital magazine was integrated into the campus website
- Created Urgent Care Counselor position to conduct interventions on campus

**Program Dissemination and Outreach Events**

- Welcome Back activities held at the WELL (sports and recreation facility on campus)
- Sponsored one-hour suicide talks
- “Working out Your Stress” workshops held twice a week
- Large tabling events were held throughout the school year
- Club Days were held to promote PEI programming, awareness, and referrals
- “Post Secret U” anonymous self-disclosure exhibit displayed on campus
- “Art with Impact” event
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
+ Suicide prevention and stigma reduction strategies

Trainings
+ Applied Suicide Intervention Skills Training (ASIST)
+ Mental Health First Aid (MHFA)
+ SafeTALK

Peer-to-Peer Activities
+ Trained in suicide prevention and awareness through SafeTALK and certified as a peer educators through the Boosting Alcohol Consciousness Concerning the Health of University Students Network
+ Suicide Prevention and Awareness 101 training
+ Lead Peer Health Educator assisted in planning, implementation, and evaluation of CalMHSA programming

Community Partnerships
+ Riverside Community College participated in CalMHSA strategizing forum
+ Monthly meetings with San Bernardino County liaison
+ San Bernardino Department of Behavioral Health funded 5-day ASIST training for CalMHSA grant coordinator
+ Presented a SafeTALK Training at the annual Southern Region Student Wellness Conference
+ CalMHSA grant coordinator was keynote speaker at the Hispanic Forum addressing “Suicide: See What I’m Not Saying!”
+ Partnered with University of California, Riverside to promote California State University, San Bernardino’s Recovery Program

Intra-university Collaboration
+ CalMHSA Suicide Prevention Committee held monthly meetings
+ Department of Social and Behavioral Sciences joined the collaborative to discuss future programming events on campus
Resources Developed

- Developed THRIVE Campaign to provide education and programming interventions
- Mental health screenings made available on Counseling Services website
- Developed informative mental health and stigma-reduction promotional videos
- THRIVE website established National Bullying Prevention Month
- THRIVE started a “Recovery Center” for those in recovery or dealing with addictions

Program Dissemination and Outreach Events

- Email blasts sent out to promote training opportunities for students, faculty and staff
- Student Health 101 distributed to 17,000 students
- Over 20 outreach events held for more than 325 students
- Held “Send Silence Packing” and candlelight vigil events
- Conducted “THRIVE” interventions which included meditations, zentangle art, book clubs, and mental health workshops
- Psychological Counseling Center offered weekly Wellness Workshops on various topics such as issues relevant to higher risk populations such as LGBT students, veterans, student with disabilities, etc.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
+ Peer-to-Peer counseling
+ Suicide prevention and stigma reduction strategies

Trainings
+ Mental Health First Aid (MHFA)
+ Question, Persuade, and Refer (QPR)
+ Prolonged exposure therapy for veterans
+ Stigma reduction

Peer-to-Peer Activities
+ Peers were trained to present on stigma reduction
+ Peers were trained in QPR
+ Peers conducted on-campus outreach events
+ Active Minds Chapter was established
+ Updated materials in the Counseling Center for Well Being

Community Partnerships
+ National Alliance on Mental Illness
+ Collaborated with San Diego Veterans Center
+ Joined the Suicide Prevention Council and established San Diego Higher Education Work Group within the council to identify more avenues for collaboration with other local universities
+ Participated in the American Foundation for Suicide Prevention “Out of Darkness Walk” with the Higher Education Committee and representatives from 6 other local colleges
+ Attended Suicide Prevention Strategizing Forum with local universities
+ Worked with AdEase, who is providing “It’s Up 2 Us” (San Diego County’s mental health campaign) materials to the campus
Intra-university Collaboration

- Health Promotion Department contributed content to Student Health 101
- Developed a Wellness Team with Aztec Recreation Center along with faculty and staff from other departments

Resources Developed

- Counseling Center Peers created a Blackboard page promoting the Counseling Center for professors to link to their course pages
- Created a “Faculty and Staff Guide to Helping Students in Distress” Resource Folder and distributed it at all QPR trainings
- “Aztecs Reaching Aztecs” outreach campaign was developed to prevent suicide by focusing on enhancing connections and cultivating relationships in the community.

Program Dissemination and Outreach Events

- Four Counseling Center faculty members were certified in QPR and three in MHFA
- Student Health 101 distributed at outreach events, posted on Facebook and Twitter, posted in residence halls and distributed to other campus departments to display
- Posted a stigma reduction video on YouTube that received 3,800 views
- Distributed “It’s Up To Us” (local suicide prevention campaign) materials to residence halls and other departments
-Posted information about mental health on Facebook, Instagram, and Twitter
- Held a press conference on campus involving members of the San Diego State University (SDSU) community, as well as San Diego County representatives, to promote suicide prevention week and highlight outreach events at local colleges. Press conference was picked up by local television, radio and print media
- Provided week-long series of outreach events and workshops at the SDSU library during finals week
- Hosted campuswide candlelight vigil
Student Survey Results*

### San Diego State University: Student Perceptions of Campus Mental Health Climate

<table>
<thead>
<tr>
<th>Perception</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>481</td>
<td>53.0%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>481</td>
<td>50.7%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>478</td>
<td>47.3%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>479</td>
<td>15.4%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>479</td>
<td>44.7%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>477</td>
<td>39.6%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>480</td>
<td>34.2%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>480</td>
<td>30.0%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>480</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

### Campus Climate Ratings*

Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

- **DANGEROUS**: 3.6
- **INTOLERANT**: 4.9
- **IMPERSONAL**: 4.0
- **HOSTILE**: 4.6

*Full survey question and response options can be found in Appendix F.*
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

Trainings
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- One-hour San Francisco State University-specific training module, Mental Health Issues on our Campus, developed and implemented to deputize and publicly identify faculty members as resources
- Director of Psychological Services and Director of Residential Life attended the National Training Conference on Forming a Behavioral Health Intervention Team

Peer-to-Peer Activities
- Peer educators targeted veterans, disabled students, and students living on campus
- Peer educators have trained 20 Mental Health Advocates, and 95 Resident assistants
- Students assisted in program development and planning
- Students assisted in providing workshops and other forms of outreach
- Active minds Chapter was formed

Community Partnerships
- Worked with San José State Program Coordinator to implement Thousand Stars
- Student Mental Health Initiative (SMHI) Advisory Committee members served as speakers and trainers at mental health-related events on campus, and comprised of representatives from 15 different departments on campus, as well as representatives from the American Foundation for Suicide Prevention, Mental Health Association of San Francisco, National Alliance on Mental Illness, Openhouse, Richmond Area Multiservice Center, San Francisco Department of Public Health, San Francisco Suicide Prevention, and San José State University
- Suicide Prevention Committee completed QPR, Thousand Stars, and ASIST trainings with San José State
- Working with community colleges and California Institute of Integral Studies to develop curriculum with a focus on indigenous populations
Suicide Prevention Coordinator coordinated with National Send Silence Packing Office to arrange exhibit on campus

Patrick Corrigan Mental Health Associates from Illinois Institute of Technology initiated a project to bring speakers to campus to present to at-risk student groups, conduct pre and post tests on help-seeking behaviors and attitudes following presentations

Intra-university Collaboration

- Counseling 100 (Relationships), Counseling 325 (Mental Health Advocate Training), and Counseling 608 (The Advanced Peer Education Internship) courses were developed to teach mental health related curricula
- 44 courses from different departments on campus incorporated Lifelong Learning and Development Student Learning Objectives developed by the SMHI Advisory Committee to broaden the population reached by SMHI efforts
- The Student Behavioral Intervention Team was formed by a multidisciplinary group of staff to provide early intervention through referrals and collaboration with campus departments, faculty, and staff
- Faculty from various departments helped develop peer-to-peer curriculum and training, as well as suicide prevention training

Resources Developed

- Faculty were given placards reading: “I am a mental health resource,” to identify trained faculty
- iLearn website for Advisory Committee was developed as an avenue for committee members to participate between meetings
- “Student Mental Health at SF State Fact Sheet” was developed to support the efforts of the Advisory Committee
- Americans with Disabilities Act compliant version of Student Health 101
- Anti-Stress website with instructional materials
- Manual for Peer-to-peer program
- Mental Health website for veterans and students with disabilities
- On-campus mental health resources and information included in course syllabi
Program Dissemination and Outreach Events

- Face-to-face outreach efforts included meetings with providers, academic departments, and student groups
- Emails promoting programming were sent to faculty, administrators, and staff
- 25+ outreach/ tabling events and fairs were held to promote awareness of programming and resources
- Multimedia, campuswide mental health awareness campaign, SF State Cares: Promoting a Health State of Mind,” was held during Welcome Week
- Social media, such as Facebook, Twitter, and Instagram were used to disseminate information
- Focus groups held to assess student mental health needs and climate
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Thousand Stars
- Three-tiered training

**Peer-to-Peer Activities**
- 15 peers were hired
- Peers conducted 3 documented suicide interventions
- Peers were trained as QPR instructors
- Established Active Minds Chapter

**Community Partnerships**
- Provided trainings to Santa Clara County
- The San José State University (SJSU) CalMHSA Grant manager was an active member of Santa Clara Suicide Prevention Workgroup Department of Rehabilitation
- San José Unified School District, Community Colleges, Santa Clara Suicide Prevention Hotline, Billy Defrank LGBT Community, and private practitioners completed trainings at SJSU
- Invited all California State University and University of California Bay Area campuses to join the Sexual Assault Healing Conference
- Member of National Alliance on Mental Illness, Santa Clara
- Member of Bay Area Suicide and Crisis Intervention Alliance

**Intra-university Collaboration**
- Engaged social sciences departments
Resources Developed
  + First draft of the Suicide Prevention Handbook was completed

Program Dissemination and Outreach Events
  + A Thousand Lights suicide awareness candle-lighting event was held
  + SJSU CalMHSA grant manager appeared on a local radio station
  + 4+ outreach events and workshops were held
  + Student Health 101 digital magazine was disseminated
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Training faculty, staff, and students in suicide prevention
- Suicide prevention and stigma reduction strategies

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Suicide prevention workshop
- Mental Health Issues trainings

**Peer-to-Peer Activities**
- Peers include 12 Peer Health Educators and 7 Active Minds Chapter members
- Peer leaders completed anxiety and stress management presentations to classrooms, providing over 801 hours of service and reached over 530 students
- Relax Center in Peer Education office was used by 211 students

**Community Partnerships**
- Representatives from County Mental Health participated on California Polytechnic University, San Luis Obispo CalMHSA Committee
- Collaborating with Transitions Mental Health Association and other community partners to plan MHFA T4T event, “Art with Impact,” Active Minds speaker presentation, Suicide Prevention Hotline, and volunteer opportunities
- Presented on grant-related suicide prevention strategies at Regional Suicide Prevention Network meeting with University of California, Santa Barbara, California State University, Channel Islands and community partners
- Partnered with Cuesta College to help them establish and Active Minds Chapter on campus
- Worked with local San Luis Obispo hotline to distribute media and raise awareness of their services
California Polytechnic State University,
San Luis Obispo

Intra-university Collaboration

+ The PI and CalMHSA grant coordinator selected employees from across campus departments to participate in the mental health committee, helping to identify at-risk groups on campus
+ Provided mental health help-seeking, and stigma reduction information to department chairs
+ Participated in the Cal Poly Alliance for Public Health (CPAPH), providing input regarding student mental health and infusing mental health messaging into CPAPH programming

Resources Developed

+ Mental health screenings were made available on the Counseling Services website
+ Heads Up! curriculum and brochure was evaluated for cultural competency
+ Developed informative mental health and stigma-reduction promotional videos which were shared at the ACPA National conference
+ Developed short videos to use across campus and on the Counseling website to reduce stigma and remind students, faculty and staff of available mental health resources

Program Dissemination and Outreach Events

+ Student Health 101 was promoted with flyers, Facebook, and on campus websites
+ Displayed a poster about suicide prevention programming on campus at the Organization of Counseling Centers Directors in Higher Education conference
+ Health and Counseling Services website includes suicide prevention section and a link to suicideispreventable.org
+ Active Minds presentation attracted more than 100 faculty, students, and staff
+ Provided every first-year parent or supporter attending orientation with information regarding signs and symptoms of mental health concerns and how to respond/intervene
+ “Send Silence Packing” event adapted in response to a campus suicide, to distribute information and provide support to students
+ Counseling Services counselor spoke about resources available on campus at a Student Veterans Orientation
+ Added Spanish translation to the main pages of the Counseling Services webpage and utilized Spanish “Know the Signs” campaign materials
+ Added stigma reduction and suicide prevention information to several classroom syllabi, student-leader trainings and a program for first-year students who have been placed on academic probation
California Polytechnic State University, San Luis Obispo

Student Survey Results*

<table>
<thead>
<tr>
<th>California Polytechnic University, San Luis Obispo: Student Perceptions of Campus Mental Health Climate</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>1,893</td>
<td>68.7%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>1,887</td>
<td>66.4%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>1,885</td>
<td>69.0%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>1,889</td>
<td>15.8%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>1,886</td>
<td>60.8%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>1,886</td>
<td>59.9%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>1,887</td>
<td>57.8%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>1,886</td>
<td>41.6%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>1,889</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings*
Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

*Full survey question and response options can be found in Appendix F.
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

**Activity Tracks**
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

**Trainings**
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Kognito
- Six-week mindfulness course for faculty and staff

**Peer-to-Peer Activities**
- Completed Peer Training Conference
- Peer Educators attended Boosting Alcohol Consciousness Concerning the Health of University Students conference on sexual assault intervention

**Community Partnerships**
- Staff attended Suicide Prevention Forum, hosted by two local community colleges
- Local Red Cross, Hospice, and San Diego County participate in peer trainings
- Team Leader has joined the Higher Education Committee for the San Diego Suicide Prevention Council

**Intra-university Collaboration**
- Freshman Year Experience agreed to train all first-year teaching faculty in stigma reduction and suicide prevention
- Collaborated on Peer Training conference with the PRIDE and Gender Equity Center, Veterans Center, Education Opportunity Program (EOP), and the ACE (foster youth) program
- Formed an all-campus Veterans/Active-Duty Issues Committee
- Grant coordinator met regularly with Centers for Learning and Support, College Success Workshop Series, PRIDE Center, Gender Equity Center, EOP, TRIO, Student Health and Counseling Services and Health Education Services
Resources Developed
+ Created customized campus information for Kognito
+ Created and submitted a chapter on mental health for University 101 course textbook

Program Dissemination and Outreach Events
+ Held 2 Peer Training Conferences
+ Kognito was widely utilized in “University 101” courses
+ Kognito marketed to the Faculty Center, Veterans’ Center, and all Student Affairs units
+ Student Health 101 promoted in courses and Facebook website, and popular campus materials
+ Distributed customized Kognito materials to Student Health and Counseling, Disabled Student Services, Veterans Support Office, and Director of First Year Programs
+ Held outreach events and mental health workshops for students, faculty, and staff
+ Active Minds chapter was formed on campus
+ Held “Light in the Darkness” event which included speaker and panel discussion, green ribbons, and focused on mental health, especially suicide prevention
+ Held National Depression Screening Day event to screen students for depression
+ Held an event for Eating Disorders Week
Sonoma State University

The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

Trainings
- Question, Persuade, and Refer (QPR)
- Kognito

Peer-to-Peer Activities
- Peer-to-Peer program is not funded by CalMHSA

Community Partnerships
- Collaborated with Sonoma County Mental Health director to participate in Crisis Assessment Prevention and Education (CAPE) team and implement CAPE services on campus
- Collaborated with Sonoma County Mental Health and Department of Health Services on Sexual Violence Prevention Education Committee at Sonoma State University to develop strategies for violence reduction
- Planned health trainings for Sonoma County Police Services
- Collaborated with National Alliance on Mental Illness to bring Ending the Silence program to Sonoma State University
- Collaborated with Young Women’s Christian Association on the Clothesline Project outreach event

Intra-university Collaboration
- Faculty endorsed programming throughout the school year
- Associate Vice President encouraged chairs and deans to promote programs among faculty throughout the school year
- Resident Life Director was contracted to enroll 2 staff for ASIST
- Program Coordinator offered QPR luncheons to deans

Resources Developed
- Counseling and Psychological Services (CAPS) webpage was updated with more resources
- CAPS web-component installed on CAPS Center waiting-room computer work stations
Program Dissemination and Outreach Events
- Flyers, posters, and webpage links were disseminated to promote programs
- Student Health 101 digital magazine was disseminated
- Programming was promoted with social media, E-mail, and in-person by the Program Coordinator to faculty, students, and staff
- Three year-round diversity discussion groups were held
- 15+ outreach events were held, including Art with Impact
The following is a summary of the mental health- and suicide prevention-related events and activities undertaken by this campus during the California State University Office of the Chancellor CalMHSA funding period. Only events and activities that were reported to the California State University Office of the Chancellor in the CalMHSA Student Mental Health Initiative Quarterly Reports are included here.

Activity Tracks
- Peer-to-Peer counseling
- Training faculty, staff, and students in suicide prevention

Trainings
- Mental Health First Aid (MHFA)
- Question, Persuade, and Refer (QPR)
- Friends are Good Medicine, community capacity building training

Peer-to-Peer Activities
- Seven peers were hired and trained in “Friends are Good Medicine” training
- Three Master of Social Work interns supervised undergraduate peers in the design and facilitation of mental health awareness, suicide prevention, and stigma reduction workshops
- Peers organized and led:
  - Community resource events
  - Workshops
  - Wellness event with 500+ attendees
  - Classroom presentations on mental health awareness, stigma reduction, and suicide
  - Outreach to targeted at-risk groups on campus

Community Partnerships
- LIFE Path, early psychosis support services, was on campus twice a week to identify and treat students in need of intervention
- Stanislaus County Behavioral Health and Recovery Services provided MHFA trainings
- Monthly meetings were held with Stanislaus County Office of Education to identify currently available resources, recognition of service gaps, and planning for addressing such gaps
- Monthly LGBT workgroup meetings were held with Student Mental Health Initiative partner (in collaboration with County PEI) to address the needs of the LGBT population on campus and in the community
Intra-university Collaboration
+ Student leaders, staff, and faculty from across campus were recruited to develop Peer-to-Peer program
+ Faculty Mentor Program supported the ongoing education of faculty on mental health issues, suicide prevention, and stigma reduction
+ Partnered with faculty to allow classroom presentations on increasing mental health awareness, reducing stigma, and suicide prevention

Resources Developed
+ Developed a mental health/suicide prevention fact sheet
+ Peers developed website for the Peer-to-Peer program
+ Warrior4Warriors program was created to support veteran success on campus

Program Dissemination and Outreach Events
+ Disseminated posters and flyers for the Peer-to-Peer program
+ Sponsored ongoing wellness workshops on campus
Student Survey Results*

<table>
<thead>
<tr>
<th>California State University, Stanislaus:</th>
<th>n</th>
<th>% Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perceptions of Campus Mental Health Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school provides adequate mental health counseling and support services.</td>
<td>607</td>
<td>53.4%</td>
</tr>
<tr>
<td>My school provides effective confidential support and referrals services.</td>
<td>607</td>
<td>47.8%</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>605</td>
<td>51.1%</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>606</td>
<td>13.9%</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students’ emotional well-being.</td>
<td>605</td>
<td>52.1%</td>
</tr>
<tr>
<td>My school does a good job of getting the word out the available mental health services on campus.</td>
<td>607</td>
<td>38.8%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>606</td>
<td>35.3%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>604</td>
<td>24.0%</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>606</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

Campus Climate Ratings*
Students were asked to rate the climate on campus in four different categories, on a scale from 1-6 (where 1 is the least positive and 6 is the most positive). An average score for each category was calculated and the results are displayed below.

*Full survey question and response options can be found in Appendix F.
Overview of Site Visit Methodology
As part of Phase II of the evaluation, Harder+Company conducted four campus site visits to gain a deeper understanding of how CalMHSA funding was implemented on each campus, to learn more about strengths and challenges of implementing the funding, and to gain insight into how this funding might be sustained in the future.

Campus Selection
The California State University Office of the Chancellor recommended four campuses suitable for the evaluation site visits, two from the northern California region, California State University, Sacramento and San José State University (SJSU), and two from the Southern California region, California State University, Los Angeles and San Diego State University (SDSU). The California State University Office of the Chancellor put the Harder+Company research team in direct contact with the CalMHSA grant coordinators at each of the sites to arrange the site visits. There was one campus identified during the initial selection that was unable to accommodate the site visit and so a replacement campus was selected by the California State University Office of the Chancellor.

Institutional Review Board
The first step in planning the campus site visits was to determine whether each campus’ Institutional Review Board (IRB) would require review and approval of Harder+Company’s site visit activities and data collection protocols. Each campus coordinator shared the intended protocols with their campus IRB and all but one campus determined IRB approval would not be necessary due to the evaluative nature and scope of the intended visits. San José State University elected to have an expedited review of the site visit protocols and IRB approval was granted.

Data Collection Methods
Site visits at California State University, Sacramento, SDSU and SJSU took place during the Fall semester of 2013, with the visit to CSULA taking place early Spring semester 2014, due to scheduling conflicts in the Fall. The Harder+Company site visit team was composed of two to three researchers who made two-day visits to each of the campuses. The goal of each site visit was to interview three to four campus leaders, and conduct one to two staff/faculty focus groups and two student focus groups at each campus.

The grant coordinators at each campus facilitated the recruitment of participants in advance of the site visits. A $10 gift card incentive was offered to student focus group participants; no other participant incentives were offered. All participants provided signed consent and interviews and focus groups were audio-recorded with participants’ permission. The audio recordings were used to fill in any gaps in the interviewers’ notes and clarify points that were critical for analysis.

Across the four campuses:
- A total of 20 interviews with campus leaders were completed
- A total of 40 students participated in focus groups
- A total of 15 faculty and staff participated in focus groups

The following section (pages 64-82) provides an overview of each campus site visit.
Campus Environment
California State University Los Angeles (CSULA) is located in East Los Angeles (LA) approximately ten minutes from the downtown metropolitan area. As of Fall 2013, 23,258 students were enrolled either full or part-time. The majority of students were women (59.3%)\(^3\), and the three largest demographic groups were Mexican American (42.0%), Asian (14.8%) and Other Latino (13.9%). Undergraduate students composed 84.2% of overall enrollment.\(^4\)

Approach to CalMHSA Grant
CSULA's goal in seeking CalMHSA funding through the California State University Office of the Chancellor was to implement a suicide prevention education project for the CSULA community, including faculty, staff and students. In order to achieve this goal, CSULA proposed to focus on overall suicide prevention, including campus outreach and suicide prevention trainings. The CSULA grant coordination team originally planned to use the funding to implement a peer education program but had to scale back due to lack of staffing and earlier challenges implementing peer groups on campus. As a Hispanic-serving institution, it was important to CSULA to incorporate culturally relevant materials in their outreach and trainings to ensure that all students and staff were receiving culturally appropriate mental health awareness and suicide prevention messaging.

Programs Expanded or Started
CSULA's programming focused on training campus constituents in mental health awareness and suicide prevention programming. Below is a summary of programs started or expanded during the California State University Office of the Chancellor CalMHSA funding period.

Suicide Prevention Trainings
An important outcome of the CalMHSA funding at CSULA was the initiation of Mental Health First Aid (MHFA) trainings on campus. Three campus leaders were trained as trainers in MHFA and began providing trainings across campus. As of the date of the site visit, the trainers had trained nearly 200 people on campus, representing a wide variety of campus constituencies. Campus organizations that have participated in MHFA trainings include:

- Cross Cultural Center
- Educational Opportunity Program
- Housing Services
- Office for Students with Disabilities
- Student Affairs
- Student Health Center
- Student Union


In addition, four staff on campus, including the Director and Medical Chief of staff at the Student Health Center and the Grant Coordinator/CAPS counselor, were trained in the Questions, Persuade, and Refer (QPR) Gatekeeper training, which is an emergency mental health intervention to teach gatekeepers to recognize and respond positively to someone exhibiting suicide warning signs and behaviors.

Classroom Mental Health Trainings
In addition to the structured mental health and suicide prevention trainings provided to staff and faculty, the CalMHSA grant coordination team at CSULA also tailored suicide prevention trainings for students for delivery both in a general classroom setting and to specific student groups on campus (e.g. student athletes). These trainings combined the principles of the Applied Suicide Intervention Skills Training (ASIST), MHFA and QPR, providing an opportunity for students to learn about mental health, stigma reduction and suicide prevention in a concise manner. As of the date of the CSULA site visit, 50-60 of these suicide prevention trainings had been delivered to students and staff across campus. In the Spring 2013 quarter, for example, 350 students were trained in this capacity. With such a diverse student body at CSULA, an important quality of these trainings was that they were tailored to include information about marginalized groups as well as groups who may have greater mental health risks such as the lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) community. Students who participated in one of these in-person trainings were also encouraged to take the online Kognito training, a virtual training in which “[participants] practice and role-play real life situations by talking with virtual humans, building their skills in motivational interviewing and other evidence-based communication techniques,” as a follow up.

Strengths and Successes
Below is a description of some of the key elements of the CSULA model and approach to the CalMHSA grant that contributed to its success.

Campus Participation and Partnerships. The CalMHSA grant coordination team at CSULA was successful in encouraging participation of students, staff, and faculty across campus to engage in conversations about mental health. Many divisions on campus have participated in MHFA trainings. The CalMHSA grant coordination team partnered with the Health Education and Promotion Division within the Student Health Center to conduct mental health presentations and advertise Kognito trainings across campus. In addition, when the CalMHSA grant coordination team sent out a mass email to the campus population to promote the online Kognito training, the University President reached out to the CalMHSA grant coordination team to find out more about the suicide prevention program. Campus leaders also

noted during interviews that the grant helped strengthen relationships within the academic community on campus.

**Increased Awareness of Resources.** The grant coordination team and campus leaders interviewed during this site visit agreed that CalMHSA funding from the California State University Office of the Chancellor has helped to increase awareness of mental health concerns at CSULA and of the resources available for students, staff and faculty. One campus leader cited as evidence of this increased awareness that the number of clients at the Counseling and Psychological Services (CAPS) Center has doubled since last school year.

**Challenges and Barriers**

CSULA students and staff noted some of the challenges and barriers the CalMHSA grant coordination team faced in addressing the mental health needs on campus.

**Limited Staffing and Resources.** CSULA CAPS has one full-time and four part-time counselors to serve a student body of over 23,000 students. As such, counselors often have full caseloads occupying their schedules, making it difficult to participate in additional activities, including trainings and outreach activities. Even with the extra support of the CalMHSA grant, the coordination team was forced to cancel some of the campus trainings that were planned due to budget and staffing constraints.

**Competing Student Priorities.** During interviews, several campus leaders mentioned the diversity of the student population and the high percentage of students who commute (as opposed to live on campus) as important and unique qualities of the CSULA community. Campus leaders also mentioned that many students work, have families, support dependents, and may have had difficult upbringings, all of which influence how they interact with the university. These characteristics may also impact students’ ability to access mental health resources when they are in need. One of the CSULA’s primary goals in seeking CalMHSA grant funding from the California State University Office of the Chancellor was to increase awareness of mental health resources on campus. This proves to be a continuing challenge given the competing priorities and pressures facing CSULA students.

**Approach to Sustainability**

By ensuring that staff on campus were trained as MHFA trainers during the CalMHSA funding period, the CalMHSA grant coordination team demonstrated its intention and commitment to continuing MHFA trainings, even after the CalMHSA grant funding expires. To sustain the momentum gained during the CalMHSA grant funding period, a staff member from the Student Health Center plans to reach out to other campus departments to encourage cost-sharing of trainings moving forward, ensuring the campus as a whole is taking responsibility for mental health wellness at CSULA. The specialized trainings

---

"[A major barrier is] inadequacy of resources and manpower to meet needs of the campus the University population. CAPS is not staffed with adequate people to meet needs. [The grant] brought more awareness and opened the door [creating] an influx of clients [but it is] hard to meet the demand."

---

–Campus Leader
for students in the classrooms will also continue, though may need to be reduced in number due to limited staff time to produce in the future.

**Bright Idea: Culturally Relevant Mental Health Resources**

CSULA students come from very diverse backgrounds and can be difficult to reach. In order to ensure that a wide range of students are aware of and have access to mental health and suicide prevention resources, the CalMHSA grant coordination team developed a suicide prevention training program that was culturally relevant to the student population and met students where they are - in the classroom. The training was adapted from ASIST, QPR and MHFA trainings into a shorter version that was delivered to students in a classroom setting and was culturally sensitive and relevant to the specific student populations at CSULA.
Campus Environment
California State University, Sacramento is located in California’s Capital in close proximity to the downtown metropolitan area. As of Fall 2013, 28,811 students were enrolled either full or part-time. The majority of students were women (57.4%) and the three largest demographic groups were White (33.5%), Mexican American (19.6%) and Asian (18.7%). Undergraduate students composed 90.3% of overall enrollment.

Approach to CalMHSA Grant
One of California State University, Sacramento’s goals in seeking CalMHSA funding through the California State University Office of the Chancellor was to develop a comprehensive campus suicide prevention and mental health wellness strategy. In order to achieve this goal, California State University, Sacramento proposed to:

- Focus on peer programming, building on their established peer-to-peer program and strong Active Minds chapter, a national, college-based, mental health awareness organization with more than 400 campus chapters in the United States;
- Introduce new elements of mental health awareness and suicide prevention on campus, by training faculty, staff and students in suicide prevention strategies; and
- Widen outreach through major events on campus, social media outlets, and classroom presentations where large numbers of students can be reached at once.

The CalMHSA grant was run through Student Health & Counseling Services (SHCS). SHCS is located in a central part of campus and provides an integrated location for students to address all of their health needs, including both physical and mental health. One of the counselors in this division acted as the project director of the CalMHSA grant. Counseling Services also partnered with the Health and Wellness Promotion department specifically on peer programming and organizing Applied Suicide Intervention Skills Training (ASIST) trainings. Within Health and Wellness Promotion, there are three different peer education tracks: Active Minds, Alcohol and Domestic Violence, and Nutrition, with a total of 45 health educators.

Programs Expanded or Started
California State University, Sacramento’s approach to outreach and dissemination of mental health awareness and suicide prevention programming ranged from creating an Urgent Care Counselor position within the SHCS Center to large campus events such as the “Out of the Darkness Walk”. Below is a summary of programs expanded and programs started as a result of CalMHSA funding.

---

Peer-to-Peer Programs. With a strong peer program already established at California State University, Sacramento, adding a peer-to-peer suicide prevention component and mental health awareness programming were natural fits. SHCS staff identified that students tended to be more receptive of information coming from other students, and therefore felt it was important to have outreach activities disseminated on a student-to-student basis. Peers were involved in many of the outreach and dissemination activities that resulted from the CalMHSA funding including:

- “Clickers in the Classroom” program;
- Tabling events;
- De-stress activities; and
- Participation in the campus wellness week and “Love Your Body Week.”

Peers also partnered with the campus chapter of Active Minds and the American Foundation for Suicide Prevention (AFSP) for an “Out of the Darkness” walk to raise awareness about suicide on campus. The “Out of Darkness” walk was attended by approximately 700 individuals, which brought significant attention and support for mental health awareness and suicide prevention to campus.

Trainings. In addition to the expansion of campus programming and outreach surrounding suicide prevention, CalMHSA funding was also used to train faculty and staff. Trainings, including ASIST and Mental Health First Aid (MHFA), were offered on campus as a direct result of funding from CalMHSA. Every peer educator was trained in MHFA and resident assistants in student housing were offered the ASIST training. The Division of Social Work was also able to offer MHFA trainings in their classrooms, providing students more opportunities to receive training. Most Counseling Center staff were trained in both MHFA and ASIST. Some individuals who were trained in MHFA and ASIST were trained as trainers, enabling them to administer these standardized trainings on campus in the future, which will help to ensure the sustainability of mental health trainings at California State University, Sacramento.

Campus Liaisons. In order to reach faculty and staff across campus, SHCS staff members acted as liaisons to certain departments on campus such as Athletics, the Pride Center, and the Cultural Center. This allowed for continued communication and the ability to engage multiple sectors of the campus community in mental health awareness.

Outreach Activities. With CalMHSA funding from the California State University Office of the Chancellor, several programs were developed at California State University, Sacramento to direct students to the services provided through SHCS and to reduce the stigma around seeking mental health support. One such program was called “Cookies with Counselors.” Students were encouraged to come in for an informal discussion and refreshments with counselors, providing them an opportunity to talk to someone in a comfortable setting. Other outreach activities include:

- Stress workshops;
- Tabling events using a trifold where peers discussed certain topics such as suicide awareness;
“Post-Secret-U” where students were encouraged to write an anonymous note for other students and staff to read.

As part of the existing peer-to-peer programs, Health Promotion and Outreach developed some materials for outreach events. The CalMHSA funding allowed them to further develop these materials and to add a new program called “Clickers in the Classroom” (see Bright Idea on page 72) to augment outreach efforts across campus.

Strengths and Successes
Below is a description of some of the key elements of the California State University, Sacramento model and approach to the CalMHSA grant that contributed to its success.

**Raising Student Awareness.** The California State University, Sacramento CalMHSA grant coordination team and peers appear to have achieved at least some success in reaching out to students and increasing awareness on campus through social media, classroom presentations, and tabling events. This was evidenced during a student focus group when participants were able to cite a number of events they had observed or participated in on campus including the “Out of the Darkness” walk, various tabling events, and “Love Your Body Week.” Participants also discussed noticing changes on campus including increased access to mental health-related trainings and frequency of Counseling Services’ presentations about mental health and suicide prevention.

**Dedicated Grant Coordinator.** In addition to the increased outreach to the campus community, there was both interest and participation in suicide prevention trainings from faculty and staff. Both campus leaders and SHCS staff reported during site visit interviews that having a faculty member dedicated to the CalMHSA grant helped to encourage and recruit other faculty members to participate in ASIST trainings.

**Broad Campus Partnerships.** The California State University, Sacramento CalMHSA grant team was able to establish partnerships with multiple departments across campus. SHCS staff cited their success in reaching out to certain target groups on campus such as the PRIDE Center which offers advocacy and outreach services to the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Ally (LGBTQQIAA) community on campus. Collaborations with the PRIDE center included “Love Your Body Week” and “National Day without Stigma.” Additionally, campus leaders highlighted SHCS’s collaboration with the Multicultural Center, Educational Opportunity Program (EOP), and the Women’s Resource Center on outreach events and in recruiting staff to participate in MHFA and ASIST trainings.

Partnerships also included some less likely collaboration, such as that with the Natural Sciences Department, through which several faculty were trained in ASIST.

**Hiring an Urgent Care Counselor.** Counseling Services typically has a long wait list for students to receive an initial assessment and meet with a counselor. The Urgent Care Counselor position was created to ensure that students who were in crisis had someone to talk to immediately and could connect to the necessary resources. One campus leader expressed that hiring the Urgent Care Counselor helped relieve
some of the campus anxiety; students could be confident that there will be someone available to respond immediately if they were in urgent need.

Challenges and Barriers
California State University, Sacramento students and staff noted some of the challenges and barriers the CalMHSA grant coordination team faced in addressing the mental health needs on campus.

Mobile Student Population. California State University, Sacramento is a commuter campus which, according to SHCS staff who were interviewed during the site visit, can pose a challenge to ensuring that the messaging, activities, and availability of services through the Counseling Services Center reach all students. One strategy the CalMHSA grant coordination team used to combat this challenge was to include information about available mental health resources in the welcome week packets for all incoming freshman and transfer students. However, campus leaders noted that even this strategy had challenges. First, the amount of information students receive at that time means that these resources may get overlooked and second, some faculty and staff on campus expressed reservations about including information on suicide prevention in the university’s welcome packets.

Training Faculty and Staff. Although faculty and staff may have been interested in participating in ASIST or MHFA trainings, it was not always feasible for them to find the time to do so. This was especially true for the ASIST training which takes place over two consecutive days. Faculty in the CSU system are particularly taxed in recent years due to the budget crisis, which has greatly impacted class sizes and reduced faculty hiring, limiting the time faculty can dedicate to outside-of-class activities.

Long Waitlists for Counseling Services. Although there has been increased awareness of the mental health services on campus, there also continues to be a waitlist for students to receive services once they reach out to Counseling Services. As mentioned previously, one way the Student Health and Counseling Services Center staff attempted to address this issue was by hiring the Urgent Care Counselor. SHCS staff reported that this position has been extremely successful in addressing immediate student mental health needs. However, during busy times of year, students with non-urgent needs may have to wait one to two months to see a licensed clinician.

Approach to Sustainability
The CalMHSA grant funding allowed the California State University, Sacramento grant coordination team to expand suicide prevention and mental health awareness programming. After deciding to utilize CalMHSA funding for suicide prevention trainings including MHFA, and ASIST, the California State University, Sacramento grant coordination team focused on training the trainers so that these efforts would be sustainable into the future. In addition, some of the funding was devoted to developing materials

“[The campus is] well-positioned in terms of making suicide prevention a priority…the grant program really jump started programs on campus and provided opportunities for creativity and networking.”

– California State University, Sacramento Campus Leader
and presentations for classrooms, specifically “Clickers in the Classroom” (see Bright Idea below). This program and similar others are now well-established, requiring fewer resources to sustain them moving forward.

Although some of the programs and trainings developed and expanded with CalMHSA funding from the California State University Office of the Chancellor will be sustainable into the future, the California State University, Sacramento grant coordination team is continually looking for funding to cover programs and materials moving forward. Currently, California State University, Sacramento has a grant from Sacramento County that will help to continue programming on campus in the short term. The grant coordination team plans to further their relationship with the Sacramento County Department of Mental Health. This partnership will allow for future collaboration and opportunities for California State University, Sacramento staff and Sacramento County staff to collaborate on trainings and other community outreach events.

Bright Idea: Clickers in the Classroom

California State University, Sacramento developed the “Clickers in the Classroom” program to reach students where they are - in the classroom. This program provides education about suicide prevention and mental health awareness in freshman classrooms to introduce students to the topics and help them be more comfortable discussing these issues. Students are asked to answer multiple choice questions about suicide prevention and stigma reduction anonymously, with clickers, and then data from the class are summarized immediately to report back on the students’ responses. These aggregate responses are then used to tailor student-led discussions with the class. This approach allows students to provide anonymous feedback and is a way to reach a large number of students, which can generally be difficult on a commuter campus like California State University, Sacramento.
Site Visit: San Diego State University

Campus Environment
San Diego State University (SDSU) is located in San Diego’s East County, approximately 20 minutes from the downtown metropolitan area. As of Fall 2013, 32,759 students were enrolled either full or part-time. The majority of students were women (56.0%)\(^9\), and the three largest demographic groups were White (35.8%), Mexican American (30.7%) and Asian (7.3%). Undergraduate students composed 84.9% of overall enrollment.\(^{10}\)

Approach to CalMHSA Grant
One of SDSU’s goals in seeking CalMHSA funding through the California State University Office of the Chancellor was to implement broad, campuswide efforts toward improving the mental well-being of students. In order to achieve this goal, SDSU proposed to focus on:

- Curriculum development and trainings;
- Peer-to-peer programs; and
- Overall suicide prevention.

CalMHSA programming at SDSU targeted mental health concerns facing the general student population, such as anxiety, stress, and relationship and family issues. Additional programming focused on specific vulnerable student groups on campus. The first year of funding involved planning and coordination, developing the peer-to-peer programming, and launching trainings. The second year of funding focused on creating a peer group focused on mental health, developing resources for the campus community, and providing suicide prevention trainings for the campus community including students, staff and faculty.

The CalMHSA grant was executed through the Counseling and Psychological Services (C&PS) Center, located in a relatively central part of campus, co-located with the Student Health Center. The Director of the C&PS Center was the Co-Primary Investigator on the grant, overseeing all grant programming. Other C&PS counselors were involved in coordinating and implementing the programs associated with the CalMHSA grant and composed the grant coordination team.

Programs Expanded or Started
The SDSU grant coordination team focused on using CalMHSA funding to expand programs that were already well-established and initiating new programs that met the campus needs. Below is a summary of programs started or expanded during the California State University Office of the Chancellor CalMHSA funding period.

Peer-to-peer Outreach. With a well-established peer education program, the SDSU grant coordination team saw the benefit in adding a second track of peer educators to focus on mental health, specifically

---

suicide prevention, stigma reduction, and peer-to-peer support. One C&PS staff member was funded to oversee the mental health peer program during the CalMHSA grant. In total, eight students participated in this peer track, each receiving three units of upper division psychology credit.

Peer educator activities included:

- Being trained in Question, Persuade, Refer (QPR);
- Conducting presentations on campus to introduce students to the C&PS Center and to discuss suicide awareness and stigma reduction;
- Outreaching to the campus community through tabling events during suicide prevention week and hosting events during finals week to help students cope with stress; and
- Promoting events and general suicide prevention and stigma reduction efforts through Instagram and Facebook.

During a focus group with peer educators, participants described what they perceived as one of the most successful events of the year led by peers - an awareness campaign where 1,100 graduation caps were spread out on a grassy area on campus to represent the number of college students throughout the nation who died by suicide last year, followed by a candle vigil to acknowledge and remember those who have been affected by suicide.

**Expanded Trainings.** The CalMHSA grant funding enabled several staff therapists to go through the QPR train-the-trainer program. With these additional resources, C&PS was able to provide the trainings across campus to include staff and faculty in the following departments, as well as student groups:

- The Office of Educational Opportunity (EOP);
- Academic Advising;
- Associated Students Professional Staff;
- Athletics Staff;
- Career Services;
- Counseling Center Peers;
- Fraternity and Sorority Groups;
- International Business Department;
- Latin American Studies Department;
- Library Staff;
- Ombudsman’s Office;
- Psi Chi (a National Honors Society in Psychology);
- Registrar’s Office;
- Residential Education Office;
In addition, three C&PS faculty members completed the five-day Mental Health Aid Train the Trainer program and have provided Mental Health First Aid to the following staff/faculty groups:

- Career Services;
- Center for Student Rights and Responsibilities;
- Educational Opportunity Program.
- Ombudsman’s Office;
- Residential Education Office; and
- Student Disability Services.

**Resource Development.** As part of the peer-to-peer programming and trainings, the SDSU grant coordination team developed resources for students, staff, and faculty around mental health awareness and suicide prevention. Individuals who participated in trainings were given a folder that contained specific information about mental health resources on campus, who to contact when various scenarios arise, how to refer students to C&PS, information about groups and services provided at C&PS, and contacts for faculty and staff on campus who could help if they had questions. Campus leaders indicated during interviews that the provision of resources in this way helped to send a message that mental health is a campuswide concern and is everyone’s responsibility.

**Active Minds Chapter Formation.** Active Minds is a national, college-based, mental health awareness organization with more than 400 campus chapters in the United States.\(^\text{11}\) As an addition to the peer programming, an Active Minds chapter was formed on the SDSU campus, with approximately 20 members as of the date of the site visit. In focus groups, students characterized the Chapter as being in the beginning phases, but described that they were working to fundraise and plan activities that the Chapter will implement moving forward. Students also predicted that the Active Minds chapter would help further develop the mental health peer program, since that was also relatively new on campus.

---
Strengths and Successes
Below is a description of some of the key elements of the SDSU model and approach to the CalMHSA grant that contributed to its success.

Successful Internal and External Collaborations. During interviews, campus leaders highlighted the strong collaboration on campus which has created a community of care and concern for students and faculty. Examples of this collaboration included C&PS working with staff from various centers on campus and providing targeted trainings for The Pride Center (the LGBTQ group on campus), Student Veterans Office, and the Guardian Scholar program (a program for transitioning foster youth). Additionally, several campus leaders interviewed were part of a multi-departmental team on campus, the Critical Incident Management Team (see Bright Idea below on page 77), that meets regularly to address problematic or concerning student and staff behavior and develops comprehensive support and safety plans.

In addition to on-campus partnerships, C&PS adopted the “Each Mind Matters” campaign, a statewide campaign to raise awareness of mental health and reduce stigma, and the County of San Diego’s mental health awareness campaign, “It’s Up to Us San Diego.” Further, a C&PS staff member participated on the San Diego County Suicide Prevention Council (SPC), a “collaborative community-wide effort focused on realizing a vision of zero suicides in San Diego County,”12 and chaired the higher education committee within the SPC.

Strong Outreach and Dissemination. C&PS engaged in a wide range of outreach and dissemination activities. Peer educators played an important role in increasing awareness about mental health and suicide prevention on campus through tabling, event organizing, and presentations. C&PS collaborated with other campus organizations and departments to increase awareness of mental health concerns and suicide prevention. In interviews, campus leaders mentioned that they utilized the Student Affairs’ communication department to provide information and suicide prevention to campus constituents through online venues, SDSU News Center, a campus news platform, and other forums. Some of C&PS’ outreach activities also extended beyond the campus community, including a press conference on campus about suicide prevention to kick off suicide prevention awareness day and C&PS staff sitting for interviews on the local public radio station, KPBS. Through their outreach and dissemination efforts, C&PS provided resources and support for SDSU staff, faculty and students as well as spread the stigma reduction message to the larger San Diego community.

Challenges and Barriers
SDSU students and staff noted some of the challenges and barriers the CalMHSA grant coordination team faced in addressing the mental health needs on campus.

Overcoming Stigma. During interviews, campus leaders emphasized that, although there have been strong efforts to increase awareness of mental health supports on campus, overcoming the stigma around these issues continues to be a challenge. Student focus group participants echoed these sentiments, stating their perception that there were still students unaware of the C&PS Center on campus and for some of those who are aware, there continues to be ongoing stigma around seeking services from C&PS.

Approach to Sustainability
From the inception of CalMHSA funding from the California State University Office of the Chancellor, the grant coordination team at SDSU deliberately selected activities and programming that could be maintained in an ongoing fashion beyond the term of the grant. Although the peer coordinator position for the mental health peer track was funded with CalMHSA grant dollars, many of the materials created by peers will continue to be used into the future. C&PS also plans to continue outreach events, maintaining a presence in the residence halls, and outreach in classrooms. In addition, several C&PS staff have been trained as trainers in QPR and MHFA and so will be able to continue training students, staff and faculty on campus. Furthermore, as of the date of this report, C&PS was investigating the possibility of establishing a health and wellness station in the new Aztec Student Union Center.

Bright Idea: Critical Incident Management Team
San Diego State University’s Critical Incident Management Team (CIM-Team) is composed of representatives from Student Life and Leadership, Student Rights & Responsibilities, Counseling & Psychological Services, Student Disability Services, Residential Education, University Police, and the Ombudsman’s Office. The team meets weekly to review incidents of concern involving SDSU students or employees that have occurred on and off campus. Together, this multi-disciplinary team collaborates to ensure the campus is safe and campus policies and legal code are enforced, and that individuals who have been involved in a critical incident get the support they may need (for example, on campus counseling services, outside referrals, protective orders, etc.).
Campus Environment
San José State University (SJSU) is located in the downtown metropolitan area of the city of San José. As of the Fall 2013 semester, 31,278 students were enrolled either full or part-time. The majority of students were women (50.7%), and the three largest demographic groups were Asian (30.4%), White (23.9%) and Mexican American (16.6%). Undergraduate students composed 82.6% of overall enrollment. SJSU staff and campus leadership noted that the campus is largely a commuter campus and that approximately 60% of students are first generation college students.

Approach to CalMHSA Grant
SJSU’s goal in seeking CalMHSA funding through the California State University Office of the Chancellor was to address five mental health areas identified for SJSU students:

- Forming campuswide preventive, culturally competent, and early interventions;
- Expanding existing suicide prevention programming;
- Increasing campus community’s mental health literacy;
- Decreasing stigma associated with mental health issues; and
- Implementing a mental wellness curriculum to guide and encourage students to improve their mental wellness.

In order to achieve these goals, SJSU proposed to focus their CalMHSA grant efforts on curriculum development, peer-to-peer programs, and overall suicide prevention. The CalMHSA grant was executed through Counseling Services which is located on the edge of campus, in a building that also houses the university’s administrative offices. The Student Health Center is located in a separate, more central building on campus.

SJSU’s overall approach to the CalMHSA grant was to expand the activities they already had in place that they felt had been successful, such as their peer-to-peer programs, and increase the number and types of trainings and other suicide prevention programming on campus. Grant funds were also used to relieve a counseling center staff/faculty member from teaching and counseling duties so that she could dedicate her time fully to grant activities.

Programs Expanded or Started
Many of SJSU’s grant activities focused on outreach and dissemination of mental health awareness and suicide prevention programming. Below is a summary of programs started or expanded during the California State University Office of the Chancellor CalMHSA funding period.

---

15 CalMHSA grant proposal. Executive Summary.
**Trainings.** Prior to the award of the California State University Office of the Chancellor CalMHSA grant, Counseling Services had already been involved in providing some mental health trainings on campus, such as Mental Health First Aid (MHFA). However, with the additional resources added by the CalMHSA grant funding, Counseling Services was able to expand suicide prevention trainings across campus to include Applied Suicide Intervention Skills Training (ASIST) and Question, Persuade, and Refer (QPR), as well as increase the breadth of campus constituencies who participated in trainings. Training participant groups have included faculty, students, Counseling Services staff, Student Affairs staff and Health Center staff. In addition, there was special MHFA training offered to the Veteran’s Service Office. During site visit interviews, campus leaders reflected on positive changes in the campus atmosphere since the expansion of mental health and suicide prevention trainings at SJSU. The trainings, they said, indicate to the campus community that supporting mental health is a priority on campus.

**Peer-to-peer Outreach.** The California State University Office of the Chancellor CalMHSA funding supported SJSU in using a variety of peer-to-peer activities to outreach to its diverse student population. The cornerstone of peer-to-peer outreach at SJSU was the Mental Health Ambassador (MHA) program. The MHA program was created in 2007 to

“help San José State University Counseling Services to further actualize its social justice missions… MHAs are the ambassadors, official envoys, representatives, and messengers of the San José State University Counseling Services… They have the knowledge, skills, and attitude to be an Ambassador and to accomplish the Mental Health Ambassadors’ mission. They also are liaisons between the SJSU community and the SJSU Counseling Services.”

SJSU students apply to be a part of the MHA program and upon acceptance are “trained to provide students with accurate information about mental health services on campus, increase students’ mental health literacy, and reduce stigma associated with mental disorders and mental health problems.” The MHAs meet weekly as a group with their Counseling Services advisor. Most have participated in four suicide prevention trainings including MHFA, QPR, ASIST and A Thousand Stars, which is a multicultural-focused training developed by Counseling Service staff specifically for SJSU students.

One of the key ways MHAs helped to raise awareness at SJSU was by introducing themselves and their role on campus in any social setting, including to their professors and classmates at the beginning of each semester (see Bright Idea below).

Other MHA activities during the CalMHSA grant period included:

- Planning and participating in campus outreach activities such as tabling four times per semester

---

16 Mental Health Ambassadors: What is the Mental Health Ambassador Program? (2013). Retrieved from: http://www.sjsu.edu/counseling/Training_Program/Peer_Prevention_Programs/Mental_Health_Ambassadors/

Site Visit: San José State University

- *Take Back the Night* event: a national event to raise awareness for domestic violence and sexual assault;

- *Creating a Thousand Lights* event: a statewide event to raise awareness about suicide, trauma and mental illness; and

- *El Llanto* (roughly translated to crying out when in distress): an activity designed to get to know the needs of students on campus. SJSU students were asked to anonymously respond to the prompts, “It Hurts When” and “It Helps When”. This provided students with a venue to “cry out” or express their feelings anonymously.

With the support of the California State University Office of the Chancellor CalMHSA funding, SJSU was able to double the size of the MHA program during the grant period.

Strengths and Successes
Below is a description of the elements of the SJSU model and approach to the CalMHSA grant that contributed to its success.

**Successful Cross-Campus Collaboration.** During the site visit, several SJSU staff and campus leaders noted strong collaboration around mental health awareness and suicide prevention on campus, particularly as a result of the hard work of the CalMHSA grant coordination team. In addition, there was an ongoing partnership between Counseling Services and the Student Health Center. The CalMHSA grant coordination team members worked with Student Health Center staff to coordinate trainings for peer health educators who work for the Student Health Center. Counseling Services staff has also established working relationships with the LGBT Resource Center on campus, campus police, and SJSU’s Veterans Services Organization, among others.

** Garnering Positive Attention.** An important activity of the CalMHSA grant coordination team at SJSU was outreaching to students, staff and faculty to both increase participation in mental health trainings and awareness of campus resources, including the Counseling Services Center. In addition to outreach efforts such as tabling or *El Llanto*, one of the biggest events to increase mental health awareness on campus was the *Creating a Thousand Lights* event. This event was held in concert with other CSU campuses and received a great deal of positive attention from the campus community. Counseling Services, along with the MHAs advertised the event via tabling, flyers, Facebook, the campus newspaper, and by word of mouth. Campus leaders noted the importance of these events in helping to raise awareness, empowering students to take pride in themselves, and for opening up discussions about mental health.

*The Counseling Services staff has done so well at destigmatizing mental health for colleagues and faculty that people are willing to get trained [in suicide prevention].*

—Campus Leader
Challenges and Barriers
SJU students and staff noted some challenges and barriers the CalMHSA grant coordination team faced in addressing the mental health needs on campus.

Broad Participation and Buy-in from Faculty and Administrators. Although trainings such as MHFA have attracted some faculty and staff participation, staff and campus leaders who were interviewed during the site visit admitted that there was not always buy-in or broad participation from individuals in positions of power on campus. Campus leaders and grant coordination team members also pointed out that it can be difficult to get faculty engaged in trainings, especially as increasing class sizes and policy changes on campus have been decreasing faculty morale.

Limited Resources and Capacity. One of the ongoing challenges for SJU, similar to that of other campuses who participated in a site visit, is the capacity of Counseling Services to operate mental health awareness and outreach programming while also providing counseling services to students in need. Both students who participated in focus groups and campus leaders who were interviewed mentioned a long waitlist (50 people or more) for a non-emergent appointment with a therapist at Counseling Services. While outreach is important, it diverts resources from services and, if effective, will generate more need while the capacity to serve remains relatively stable. Resources like the CalMHSA grant funding from the California State University Office of the Chancellor offer temporary solutions to this capacity issue, by infusing funding that may be used to hire additional staff, but do not necessarily offer long-term solutions to larger budget problems facing the CSU system and other institutions of higher education.

Overcoming Stigma. Despite the progress that the CalMHSA grant team has made in breaking down barriers, increasing awareness on campus of where to seek help for mental health concerns, and reducing the associated stigma, students who participated in focus groups noted that some students were still unaware that there are counseling services available on campus and that there were still students who might feel uncomfortable accessing services there. In particular, students and staff noted that the building where the Counseling Services Center is located can carry a stigma of its own – partially due to the formal university administrative offices that are also housed there (e.g. student affairs, academic affairs and faculty affairs).

Approach to Sustainability
An important focus of CalMHSA grant coordination team at SJU is to find continued funding to support the CalMHSA programming into the future. Although funding is always a challenge, many SJU staff and campus leaders who were interviewed expressed confidence that the right team is in place and that the ground work has been laid. The grant coordination team acknowledged that some of the changes made during the CalMHSA grant funding period will have to be scaled back when the funding concludes. The full-time grant coordinator, for example, will resume her regular teaching and counseling load. As a result, the size of the MHA program will likely have to return to its pre-CalMHSA size. Like other campuses that participated in a site visits, SJU plans to leverage the mental health and suicide prevention trainings that have already been completed via the train the trainer model. This model will allow SJU staff to continue training faculty, staff and students suicide prevention in the future.
Bright Idea: Building Awareness in the Classroom

One of the challenges SJSU faces in building mental health sensitivity and awareness in its student population is that the majority of SJSU students are commuters. Students often come to campus for class and then leave immediately afterwards, making it difficult to reach them with Counseling Services’ messaging and information. To adapt to this challenge, at the beginning of each semester, SJSU’s MHAs introduce themselves to each of their professors, identifying themselves as an Ambassador. They also ask for permission to address their classmates and explain the MHA program and how they hope to serve as a resource to students on campus. This is an easy, quick, and inexpensive way that MHAs are raising awareness of mental health resources on campus one class at a time.
Conclusion

In order to receive CalMHSA funding from the California State University Office of the Chancellor, CSU campuses were required to target one or more identified activity tracks (curriculum development and training, peer-to-peer support programs, and suicide prevention) around which to focus their efforts during the grant funding period. As a result, campuses engaged in many similar activities, partnerships and dissemination strategies across the CSU system and key themes emerged. Campuses sometimes used different approaches to accomplish similar goals, based on the needs of specific campuses and/or capacity of their staff. Similarities and differences are outlined below.

Common activities across campuses included:

- Training counseling center staff, health center staff and students using nationally-recognized mental health first responder trainings
- Identifying veteran students, LGBTQ students, first generations college students, and foster youth as high-risk groups on campus needing targeted outreach
- Using Student Health 101 digital magazine and other digital and social media outlets to promote positive mental health messaging
- Incorporating mental health education and messaging about availability of services on campus in introductory level courses and during freshman orientations
- Providing mental health information and resources at tabling events on campus
- Partnering with student-serving organizations on campus to provide trainings and other mental health outreach

Campuses differed on their approach in areas such as:

- Having a full-time grant coordinator dedicated solely to CalMHSA activities vs. having a counselor or faculty member take on grant responsibilities alongside their regular job responsibilities
- Holding large, high-visibility outreach events on campus vs. conducting more targeted outreach to specific student-serving organizations on campus
- Utilizing the peer-to-peer model to reach students vs. counseling/health center staff doing most of the outreaching to students
- Having some staff trained as trainers in the mental health first responder trainings vs. using a traditional training model
- Embedding counseling staff in various locations on campus vs. counseling staff located in central location only

Based on the data contained in the campus quarterly reports as well as the key themes and findings from the four campus site visits, considerations and recommendations for the California State University Office of the Chancellor are proposed below.
Conclusion

Considerations and Recommendations

The following are considerations for the California State University Office of the Chancellor as it continues to work systemwide to better meet the mental health needs of students, which is recognized as critical to their well-being and academic success.

+ **Mental health-related first responder trainings are good way for short-term funding to have a long-term impact.** Mental health and suicide prevention trainings, such as MHFA and ASIST were key activities of the Student Mental Health Initiative. The California State University Office of the Chancellor and CSU campuses embraced those trainings and dedicated significant time and resources to rolling them out systemwide. Train-the-trainer trainings have even greater long-term value and offer capacity-building opportunities that CSU campuses can leverage long into the future.

+ **Broaden student participation in developing and administering mental health programming** beyond peer-to-peer activities to also include resources and trainings that will be provided to faculty and administrators. Faculty and administrators would benefit from hearing a student’s perspective about the kinds of issues students on their campus are dealing with, how a student who is confronting mental health concerns might want to be approached by a faculty member, and other ideas for how they can be supportive of students on campus. Additionally, this approach could offer an opportunity for student empowerment in the otherwise top-down, hierarchical environment of a college campus.

+ **For schools in the CSU system in particular, finding new and creative ways to engage commuter students is critical.** As the largest public system of higher education in the United States and one of the most affordable, particularly for residents of California, CSU campuses have traditionally attracted the largest proportion of their students from the local communities in which they are located. As such, most students who attend a CSU do not live on campus. Getting to know these commuter students and their mental health needs can be challenging and requires creative strategies. Conducting in-class presentations or trainings is one example of a solution some CSU campuses have used to ensure inclusivity and reach students who might be missed by other forms of on-campus outreach.

+ **Using evidence-based trainings and practices is important, but the California State University Office of the Chancellor should encourage campuses to continue to tailor trainings and programming to the unique needs of their student bodies.** The CSU system is diverse, just as is each of its campuses. As a result, culturally relative and culturally sensitive ways of approaching the topics of mental health and suicide prevention may differ from campus to campus. This includes adapting existing or “canned” materials to the cultural context of the campus. For example, as campuses continue to develop resources and materials for students, they may

---

Conclusion

+ Consider offering materials in other languages spoken on campus or develop materials for specific target groups on campus such as veterans, students with families, or new immigrants.

+ Lengthy waiting periods for a student to see a counselor on campus was an issue that was raised by students and/or staff during all four campus site visits. It seems reasonable to infer based on this pattern that students on at least some of the other campuses across the CSU system are facing similar waits. Counseling centers on CSU campuses may be challenged by increasing demand for counseling services that follows increased outreach and awareness efforts without the ability to increase their permanent capacity to serve. Having external partner referral sources can help alleviate some of this burden, but ultimately, **increasing the number of full-time counselors on campuses should be a goal.**

+ Encouraging campus leaders to be involved in programming can help increase outreach and awareness of campus resources. For example, one campus found that having a faculty member closely involved in the CalMHSA grant planning and coordination helped to increase other faculty and staff involvement. Continuing to **find ways to engage faculty and administrators and get their buy-in and participation** is a promising strategy for making suicide prevention and mental health awareness priorities on campus.
# Appendix A

## Student Online Survey: Respondent Demographics by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Age</th>
<th>Gender</th>
<th>Mean years on this campus (if not first term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>23.2 years (n=899)</td>
<td>Male = 30.0%</td>
<td>2.2 years (n=546)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 68.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender =0.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=899)</td>
<td></td>
</tr>
<tr>
<td>Humboldt</td>
<td>23.0 years (n=1,234)</td>
<td>Male = 31.8%</td>
<td>2.7 years (n=857)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 66.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender =1.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=1,234)</td>
<td></td>
</tr>
<tr>
<td>Maritime</td>
<td>22.2 years (n=243)</td>
<td>Male = 47.7%</td>
<td>2.4 years (n=168)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 50.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 1.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=243)</td>
<td></td>
</tr>
<tr>
<td>Monterey</td>
<td>24.1 years (n=1,025)</td>
<td>Male = 38.8%</td>
<td>2.6 years (n=674)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 60.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=1,025)</td>
<td></td>
</tr>
<tr>
<td>Northridge</td>
<td>23.4 years (n=523)</td>
<td>Male = 32.5%</td>
<td>2.6 years (n=351)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 66.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=523)</td>
<td></td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>22.4 years (n=270)</td>
<td>Male = 39.3%</td>
<td>2.9 years (n=194)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 60.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=270)</td>
<td></td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>20.6 years (n=1,909)</td>
<td>Male = 44.3%</td>
<td>2.8 years (n=1267)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 54.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=1,909)</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>23.8 years (n=483)</td>
<td>Male = 34.8%</td>
<td>2.7 years (n=333)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 64.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=483)</td>
<td></td>
</tr>
<tr>
<td>Stanislaus</td>
<td>23.8 years (n=613)</td>
<td>Male = 25.4%</td>
<td>2.9 years (n=404)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female = 73.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transgender = 0.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=613)</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B

**Student Online Survey: Respondent Demographics by Campus- Race/Ethnicity**

<table>
<thead>
<tr>
<th>Campus</th>
<th>White</th>
<th>Black/ African American</th>
<th>Asian</th>
<th>American Indian/ Native American/ Alaska Native</th>
<th>Native Hawaiian/ Pacific Islander</th>
<th>Other</th>
<th>Hispanic, Latino, or Spanish Origin (yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>76.9%</td>
<td>2.8%</td>
<td>9.9%</td>
<td>3.4%</td>
<td>2.3%</td>
<td>0.6%</td>
<td>61.4%</td>
</tr>
<tr>
<td>(n=899)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humboldt</td>
<td>81.8%</td>
<td>4.3%</td>
<td>6.3%</td>
<td>5.4%</td>
<td>1.7%</td>
<td>0.6%</td>
<td>73.7%</td>
</tr>
<tr>
<td>(n=1,234)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maritime</td>
<td>80.7%</td>
<td>4.9%</td>
<td>6.6%</td>
<td>4.9%</td>
<td>1.6%</td>
<td>1.2%</td>
<td>83.1%</td>
</tr>
<tr>
<td>(n=243)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monterey</td>
<td>78.0%</td>
<td>6.4%</td>
<td>10.1%</td>
<td>5.3%</td>
<td>2.7%</td>
<td>1.0%</td>
<td>68.1%</td>
</tr>
<tr>
<td>(n=1,025)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northridge</td>
<td>68.5%</td>
<td>7.1%</td>
<td>15.3%</td>
<td>3.6%</td>
<td>0.6%</td>
<td>1.5%</td>
<td>62.7%</td>
</tr>
<tr>
<td>(n=523)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>60.0%</td>
<td>5.6%</td>
<td>23.7%</td>
<td>2.6%</td>
<td>1.9%</td>
<td>1.1%</td>
<td>61.9%</td>
</tr>
<tr>
<td>(n=270)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>80.1%</td>
<td>1.9%</td>
<td>18.2%</td>
<td>1.9%</td>
<td>1.8%</td>
<td>0.6%</td>
<td>83.7%</td>
</tr>
<tr>
<td>(n=1,909)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>65.0%</td>
<td>5.2%</td>
<td>19.7%</td>
<td>2.5%</td>
<td>2.3%</td>
<td>1.4%</td>
<td>67.1%</td>
</tr>
<tr>
<td>(n=483)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanislaus</td>
<td>76.7%</td>
<td>2.6%</td>
<td>14.0%</td>
<td>3.3%</td>
<td>2.1%</td>
<td>1.6%</td>
<td>67.4%</td>
</tr>
<tr>
<td>(n=613)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix C

### Student Online Survey: Respondent Demographics by Campus - Student Populations

<table>
<thead>
<tr>
<th>Campus</th>
<th>LGBTQ</th>
<th>First Generation College Students</th>
<th>Foster Care Youth</th>
<th>Ethnic Minorities</th>
<th>Student Veterans</th>
<th>Homeless Youth</th>
<th>Students with Disabilities</th>
<th>Students who are Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>6.0%</td>
<td>38.7%</td>
<td>0.7%</td>
<td>20.5%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>5.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>(n=899)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humboldt</td>
<td>15.2%</td>
<td>33.3%</td>
<td>1.6%</td>
<td>17.8%</td>
<td>2.0%</td>
<td>1.1%</td>
<td>7.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>(n=1,234)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maritime</td>
<td>13.2%</td>
<td>29.6%</td>
<td>1.2%</td>
<td>14.8%</td>
<td>2.9%</td>
<td>1.2%</td>
<td>6.6%</td>
<td>4.1%</td>
</tr>
<tr>
<td>(n=243)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monterey</td>
<td>10.9%</td>
<td>38.6%</td>
<td>1.6%</td>
<td>19.1%</td>
<td>2.2%</td>
<td>0.9%</td>
<td>7.5%</td>
<td>7.4%</td>
</tr>
<tr>
<td>(n=1,025)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northridge</td>
<td>7.5%</td>
<td>40.2%</td>
<td>1.3%</td>
<td>25.8%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>6.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td>(n=523)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>7.4%</td>
<td>37.0%</td>
<td>0.0%</td>
<td>26.7%</td>
<td>1.5%</td>
<td>0.7%</td>
<td>5.6%</td>
<td>5.2%</td>
</tr>
<tr>
<td>(n=270)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>4.8%</td>
<td>19.1%</td>
<td>0.2%</td>
<td>17.2%</td>
<td>0.7%</td>
<td>0.2%</td>
<td>4.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>(n=1,909)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>7.5%</td>
<td>34.8%</td>
<td>0.6%</td>
<td>25.5%</td>
<td>3.1%</td>
<td>0.2%</td>
<td>5.6%</td>
<td>5.6%</td>
</tr>
<tr>
<td>(n=483)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanislaus</td>
<td>6.7%</td>
<td>46.3%</td>
<td>0.7%</td>
<td>20.9%</td>
<td>0.8%</td>
<td>1.0%</td>
<td>2.4%</td>
<td>8.6%</td>
</tr>
<tr>
<td>(n=613)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D

### Student Online Survey: Student Perceptions of Campus Climate*

*Students were asked to rate campus climate from 1-6 (1 being most negative, 6 being most positive) for the domains listed above. See Appendix F for the survey question and response options as they appeared in the online survey.*

<table>
<thead>
<tr>
<th>Campus</th>
<th>Hostile to Friendly</th>
<th>Impersonal to Caring</th>
<th>Intolerant to Tolerant (Diversity)</th>
<th>Dangerous to Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>5.3 (n=891)</td>
<td>4.9 (n=890)</td>
<td>5.4 (n=890)</td>
<td>5.1 (n=890)</td>
</tr>
<tr>
<td>Humboldt</td>
<td>5.2 (n=1225)</td>
<td>4.7 (n=1225)</td>
<td>5.2 (n=1225)</td>
<td>5.0 (n=1225)</td>
</tr>
<tr>
<td>Maritime</td>
<td>4.0 (n=243)</td>
<td>3.6 (n=243)</td>
<td>3.9 (n=243)</td>
<td>4.6 (n=243)</td>
</tr>
<tr>
<td>Monterey</td>
<td>5.0 (n=1013)</td>
<td>4.6 (n=1013)</td>
<td>5.2 (n=1013)</td>
<td>5.1 (n=1012)</td>
</tr>
<tr>
<td>Northridge</td>
<td>4.9 (n=517)</td>
<td>4.3 (n=516)</td>
<td>5.3 (n=516)</td>
<td>4.6 (n=516)</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>4.9 (n=269)</td>
<td>4.2 (n=269)</td>
<td>5.2 (n=269)</td>
<td>4.7 (n=269)</td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>5.2 (n=1892)</td>
<td>4.7 (n=1892)</td>
<td>4.4 (n=1892)</td>
<td>5.2 (n=1892)</td>
</tr>
<tr>
<td>San Diego</td>
<td>4.6 (n=481)</td>
<td>3.8 (n=481)</td>
<td>4.9 (n=480)</td>
<td>3.6 (n=481)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>5.0 (n=605)</td>
<td>4.4 (n=605)</td>
<td>5.1 (n=605)</td>
<td>5.0 (n=602)</td>
</tr>
</tbody>
</table>
## Appendix E

**Student Online Survey: Respondent Perceptions of Student Support by Campus**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Emotionally supportive climate for mental health needs</th>
<th>Emotionally supportive climate for substance abuse problems</th>
<th>Emotionally supportive climate for victims of abuse or other violence</th>
<th>High levels of prejudice and discrimination against students with mental health problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>48.3% (n=890)</td>
<td>33.8% (n=891)</td>
<td>43.6% (n=890)</td>
<td>15.8% (n=891)</td>
</tr>
<tr>
<td>Humboldt</td>
<td>52.1% (n=1220)</td>
<td>35.4% (n=1219)</td>
<td>62.2% (n=1217)</td>
<td>11.4% (n=1220)</td>
</tr>
<tr>
<td>Maritime</td>
<td>33.8% (n=240)</td>
<td>26.7% (n=240)</td>
<td>31.1% (n=238)</td>
<td>24.8% (n=238)</td>
</tr>
<tr>
<td>Monterey</td>
<td>47.7% (n=1015)</td>
<td>32.5% (n=1013)</td>
<td>45.6% (n=1014)</td>
<td>15.9% (n=1015)</td>
</tr>
<tr>
<td>Northridge</td>
<td>47.0% (n=515)</td>
<td>34.7% (n=516)</td>
<td>44.0% (n=518)</td>
<td>15.9% (n=517)</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>41.2% (n=267)</td>
<td>29.6% (n=267)</td>
<td>48.9% (n=266)</td>
<td>15.4% (n=267)</td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>57.8% (n=1887)</td>
<td>41.6% (n=1886)</td>
<td>63.0% (n=1889)</td>
<td>15.8% (n=1889)</td>
</tr>
<tr>
<td>San Diego</td>
<td>34.2% (n=480)</td>
<td>30.0% (n=480)</td>
<td>34.2% (n=480)</td>
<td>15.4% (n=479)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>35.3% (n=606)</td>
<td>24.0% (n=604)</td>
<td>31.7% (n=606)</td>
<td>13.9% (n=606)</td>
</tr>
</tbody>
</table>

*Percent of students who either agreed or strongly agreed with the statements listed above. See Appendix F for the survey questions and response options as they appeared in the online survey.
### Appendix E

**Student Online Survey: Respondent Perceptions of Student Support by Campus**

*Percent of students who either agreed or strongly agreed with the statements listed. See Appendix F for the survey questions and response options as they appeared in the online survey.*

<table>
<thead>
<tr>
<th>Campus</th>
<th>My school provides adequate mental health counseling and support services for students</th>
<th>My school provides effective confidential support and referral services for students needing help because of substance use, violence, or other problems</th>
<th>My school does a good job of getting the word out to students about the available mental health services on campus for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>52.1% (n=892)</td>
<td>49.4% (n=891)</td>
<td>37.4% (n=891)</td>
</tr>
<tr>
<td>Humboldt</td>
<td>57.1% (n=1222)</td>
<td>53.6% (n=1217)</td>
<td>49.0% (n=1219)</td>
</tr>
<tr>
<td>Maritime</td>
<td>59.8% (n=241)</td>
<td>51.7% (n=240)</td>
<td>54.2% (n=238)</td>
</tr>
<tr>
<td>Monterey</td>
<td>55.4% (n=1014)</td>
<td>52.3% (n=1014)</td>
<td>49.7% (n=1014)</td>
</tr>
<tr>
<td>Northridge</td>
<td>59.4% (n=517)</td>
<td>56.5% (n=517)</td>
<td>43.4% (n=519)</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>54.1% (n=268)</td>
<td>57.7% (n=267)</td>
<td>43.1% (n=267)</td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>68.7% (n=1893)</td>
<td>66.4% (n=1887)</td>
<td>59.9% (n=1886)</td>
</tr>
<tr>
<td>San Diego</td>
<td>53.0% (n=481)</td>
<td>50.7% (n=481)</td>
<td>39.6% (n=477)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>53.4% (n=607)</td>
<td>47.8% (n=607)</td>
<td>38.8% (n=606)</td>
</tr>
</tbody>
</table>
### Appendix E

**Student Online Survey: Respondent Perceptions of Student Support by Campus**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Faculty members are concerned about students' emotional well-being</th>
<th>My school emphasizes helping students with their social, emotional, and behavioral problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Islands</td>
<td>63.4% (n=890)</td>
<td>54.0% (n=891)</td>
</tr>
<tr>
<td>Humboldt</td>
<td>62.8% (n=1224)</td>
<td>56.5% (n=1218)</td>
</tr>
<tr>
<td>Maritime</td>
<td>52.9% (n=240)</td>
<td>44.6% (n=240)</td>
</tr>
<tr>
<td>Monterey</td>
<td>60.6% (n=1009)</td>
<td>58.4% (n=1014)</td>
</tr>
<tr>
<td>Northridge</td>
<td>55.1% (n=512)</td>
<td>58.3% (n=516)</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>50.4% (n=268)</td>
<td>52.3% (n=266)</td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>60.8% (n=1886)</td>
<td>69.0% (n=1885)</td>
</tr>
<tr>
<td>San Diego</td>
<td>44.7% (n=479)</td>
<td>47.3% (n=478)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>52.1% (n=605)</td>
<td>51.1% (n=605)</td>
</tr>
</tbody>
</table>

*Percent of students who agreed or strongly agreed to the statements listed.*
### Appendix F

**Student Survey Questions and Response Options**

<table>
<thead>
<tr>
<th>How much do you agree with the following statements about your campus?</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school provides adequate counseling and support services for students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My school provides effective confidential support and referral services for students needing help because of substance use, violence, or other problems (e.g., a Student Assistance Program).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My school emphasizes helping students with their social, emotional, and behavioral problems.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>People with mental health problems experience high levels of prejudice and discrimination at my school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty members on my campus are concerned about students' emotional well-being</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My school does a good job of getting the word out to students about the available mental health services on campus for students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with mental health needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students with substance abuse problems.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There is an emotionally supportive climate on this campus for students who have been victims of abuse or other violence.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Appendix F

**Student Survey Questions and Response Options**

Based on your experience and observations, rate the general climate for students at your campus along the following dimensions:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hostile</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Friendly</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impersonal</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intolerant</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Tolerant of Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dangerous</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Harder+Company Community Research is a comprehensive social research and planning firm with offices in San Francisco, Davis, San Diego, and Los Angeles, California. Harder+Company’s mission is to help our clients achieve social impact through quality research, strategy, and organizational development services. Since 1986, we have assisted foundations, government agencies, and nonprofits throughout California and the country in using good information to make good decisions for their future. Our success rests on providing services that contribute to positive social impact in the lives of vulnerable people and communities.

harderco.com