

Administrator's Guide

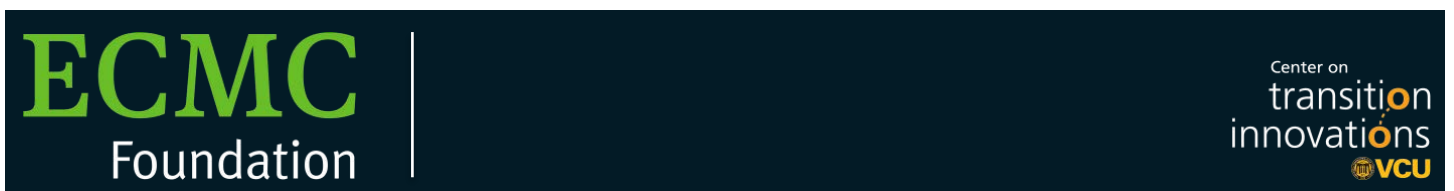
Project College Success: An ECMC Foundation project

Project College Success at Virginia Commonwealth University (VCU) was supported by ECMC Foundation, which funds postsecondary programs focused on College Success and Career Readiness. Due to the rise in the numbers of college students with mental health conditions, project staff chose to examine the mental health of students transferring from two-year community colleges to four-year colleges/universities.

While some 4-year colleges are working to meet the needs of students requiring mental health services, very few community colleges have the resources to address this problem. The COVID-19 pandemic exacerbated the need for mental health supports and inadvertently positioned the timing of this research project to examine the mental health needs of students.

The intent of this administrator's guide is to provide a comprehensive framework that was used to develop and implement this project. The goal of this guide is for others to replicate this framework, adapting it to their own local or statewide needs for implementation.

Below you will find a breakdown of each phase of the project, materials approved by the university's Institutional Review Board (IRB), procedures, and challenges related to the project. It is the hope of project staff that this guide will help spark opportunities to examine the mental health of college students in your work who are navigating the transfer process and adjustment to new college campuses.



Phase 1

Project goals were to:

- Schedule interviews with one administrator at each community college in Virginia;
- Complete at least two focus groups with 6-10 community college students in Virginia.

This project was separated into three key phases. The first phase involved networking with partners across Virginia and in building the survey design. To build a successful survey, project staff wanted to ensure that student voices were heard and administrators at local community colleges provided insight. Each of these steps are outlined below along with all written recruitment materials used.

Research questions for Phase 1:

1. What practices and policies exist in the community college system in VA for students who express a need for mental health services?
2. What are administrators' and students' views on the existing practices and policies in VA for students who express a need for mental health services?

Phase 1 consisted of administrative interviews with community college administrators and focus groups with community college students for survey development purposes. In addition, this process helped us learn about policies and practices that exist in the community college system that assist transfer students. Recruitment efforts started as soon as project staff received approval from IRB.

Focus group participation was based on convenience, on a first-come, first-served basis. Focus group size was capped at 10 participants, although fewer than 10 students signed up for each scheduled focus group. The original recruitment plan involved in-person focus groups within each of the 5 regions as defined by the Virginia Community College System to ensure representation from all over Virginia. There were additional recruitment plans via VCU Center on Transition Innovation's [FaceBook](#) and [Twitter](#) accounts. However, due to the COVID-19 pandemic, project staff was unable to pursue in-person meetings. Therefore, an amendment was submitted to IRB to recruit for virtual focus groups through Zoom.

After IRB approval, recruitment emails and materials were distributed to the project's advisory board members along with news blasts shared by key stakeholders throughout Virginia. The same language from the focus group recruitment email was used in social media, which directed them to contact the researcher's VCU email or office phone if they would like to participate or have any questions answered.

When individuals expressed interest or contacted project staff, they were then sent an email with a link to complete the Focus Group Interest form (Google Form). Upon completion and acknowledgement of participating, project staff added their contact information to the roster for the requested focus group time. Project staff blind copied all participants on reminder emails and announced at the start of focus group meetings that participants could rename themselves within Zoom if they wished. Zoom calls were neither recorded nor were any names or identifying information captured in the notes. Copies of all scripts and IRB approved forms are included in the section, IRB Approved Scripts-Focus Groups.

IRB Approved Scripts - Focus Groups

Approved Email/Online Recruitment

Community college students

Share your college experiences on accessing mental health services on your campus!

Virginia Commonwealth University is conducting a research study seeking information from 2-year college students who have attempted or accessed services and supports related to mental health concerns. Your thoughts will be used to assist us in developing a statewide survey on accessing mental health services on community college campuses or when transferring to a 4-year college. Focus groups will be conducted via an accessible, on-line platform (Zoom).

You are invited to share your ideas and experiences for approximately 60 minutes. Participation is voluntary. The discussion is confidential, and you will receive compensation for your time.

[PI Name] with the VCU Rehabilitation Research Training Center is the principal investigator for the study. She can be contacted at [staff contact number] or [staff contact email]

For more information or to participate, please contact [staff name], Project Coordinator, at [staff contact number] or [staff contact email].

Approved Google Form

FOCUS GROUP INTEREST FORM (Google Form)

Good day. Thank you for your interest in being in one of our five focus groups across the Commonwealth. Please complete the following form and someone with Project College Success will be in touch with further information.

Please note, this information will strictly be used in determining eligibility and availability to participate in a focus group and coordination of focus groups. If you have questions, please contact [staff name], Project Coordinator, at [staff contact number] or [staff contact email].

Your Name (First Name Only)

Email Address

What community college do you attend?

Are you able to attend a 90 minute focus group? ____ yes ____ no

Additionally, in the focus group protocol, participants were reminded that they were not required to answer any questions, and they could stop participation at any time with no negative effects. They were also asked to not discuss any responses outside of the focus group.

Each focus group Zoom meeting began with project staff welcoming participants and reading an approved script from the “Guidelines for Focus Group Facilitators and Notetakers” document developed by project staff. A copy of these guidelines is included in the resource section of this replication guide. One project staff member acted as a facilitator in reading questions and guiding conversations. A second project staff was assigned as a scribe and took notes of responses. For the Zoom meeting format, what was most effective was having the scribe share their screen with a copy of the question listed at the top of each page. Participants and

the staff facilitator could then see in real-time the answers being recorded and the scribe was able to ask clarifying questions as needed to adjust the typed notes. This also allowed for staff to ensure participant voices were heard.

At the end of each Zoom session, project staff thanked participants for their time and shared information about compensation for their time. One follow-up email was sent to participants. This message thanked them for their time, provided information about compensation instructions, and relayed the questions that were asked for any final thoughts they wished to share.

Following the completion of the focus groups, project staff analyzed responses to review for themes or repeated narratives. The answers from the individual focus groups were moved and grouped based on each individual question. No identifying or demographic information was recorded during the call or used in the analysis of answers. Project staff categorized the answers to look for themes, services students listed, and a category for other notes of importance. Project staff shared their analysis with other staff to review for any reviewer bias. All responses and coding related to focus groups were kept on a secure shared drive within the Google Suites. De-identified files were deposited in the VCU Google drive, whose strict security policy has been written according to best practices, as well as using the protocols that were approved by VCU's IRB.

For the administrator interviews, project staff followed the approved IRB protocol for recruitment, using recruitment language that was sent to VCCS staff via email. Again, all approved recruitment scripts are below in IRB Approved Scripts-Administrative Interviews.

Project staff then followed up by phone to ensure delivery and offer additional information. Appointments were scheduled for phone interviews and an approved script was used for all phone calls. To ensure consistency in questions, tone, and answer recording, project staff assigned one staff member to complete all administrator interviews. Similar to the focus groups, other project staff reviewed notes afterward to limit reviewer bias, and all materials were kept on the VCU Google drive.

Project staff note that no phone calls or focus group sessions were recorded to respect privacy and ensure confidentiality of participants.

IRB Approved Scripts-Administrative Interviews

IRB approved email recruitment

Student Affairs administrators

Share your experiences and practices on addressing the needs of students with mental health challenges on your campus.

We are conducting a series of administrator interviews across Virginia's community colleges. We have received a grant from the ECMC Foundation to conduct these interviews that will lead to the development of a statewide survey for students attending two-year colleges dealing with mental health issues. Our grant is collaborating with VCCS initiatives to address a variety of student concerns, as well as with SCHEV to provide information on concerns students have about accessing services when transferring to a four-year college or university.

All administrator interviews will be confidential. No individual or campus identifying information will be used. Data results will be aggregated for dissemination purposes.

The interviews are approximately 30 minutes and conducted by phone with one of the research staff members. Questions will be sent to you prior to the interview.

Project College Success is a research study approved by the VCU Institutional Review Board. [PI name] with the VCU Rehabilitation Research Training Center is the principal investigator. She can be contacted at [staff contact number] or [staff contact email].

For more information, please refer to the attached flier or contact [staff name] at [staff contact number] or [staff contact email].

Admin Flyer

RESEARCH PARTICIPANT INFORMATION SHEET - ADMINISTRATORS

STUDY TITLE: Project College Success: Identifying the Experiences and Challenges of Community College Students with Mental Health Challenges.

VCU INVESTIGATOR: [PI name], Principal Investigator

You are invited to participate in a research study about the experiences and challenges of community college students with mental health challenges. Your participation is voluntary.

In this study, you will be asked to do the following:

Participate in a telephone interview about the experiences and challenges of community college students with mental health challenges.

If you have any questions, concerns, or complaints about this study now or in the future, please contact [staff name], [staff contact number] or [staff contact email].

Administrator Phone Call Interviews

Wording during phone interview:

(State the following after introductions and establishing that this is still a good/convenient time for the interview.) Thank you so much for taking the time to talk with me today. While I may use your name and the name of your college during the interview, neither your name, your job title, or your college's name will be used in reporting results from these interviews. If there is a question to which you do not know the answer or you simply do not want to answer, we will skip it and go on to the next question. You may stop the interview at any time.

Do I have your consent to begin the interview?

Before we start, do you have any questions for me?

1. What is your role at your college? What is your involvement with students?
2. In what specific areas do you believe that your campus has been most responsive and supportive to the needs of students with mental health challenges?

3. In what specific areas do you believe your campus could be more responsive to the needs of these students?
4. Do you believe that faculty/administration at large, is equipped with the necessary knowledge, information and resources necessary to adequately provide support services to students with mental health challenges attending your college? Why or Why not?
5. What are some specific ways in which you believe faculty/administration need to be supported and encouraged to seek out information and assistance when working with students with mental health challenges?
6. What are your thoughts on potential barriers that students with mental health challenges might face when transferring to a four-year college or university?
7. **Follow-up question for #6:** Are there strategies or practices that you would like to see in place?
8. Would you like to add any additional comments not covered in the interview?

Phase 1 Qualitative Analysis

For the coding of the qualitative data, we used grounded theory and constant comparative analysis prior to categorizing. We then coded the data openly, with no preconceptions of what the codes should be. One of the staff members created the codes/themes, then convened with another staff member to discuss the findings and come to any conclusions. Staff also met monthly to discuss findings, which helped to reduce bias.

Phase 2

The research questions for Phase 2 were:

1. What are the concerns of Virginia community college transfer students, in terms of mental health supports, to make a smooth and successful transfer?
2. What are the facilitators and barriers to transferring from a 2-year community college to a 4-year college or university in Virginia, as self-identified by transfer students with mental health concerns?
3. What services or supports did transfer students find most helpful once in a 4-year setting that those students believe will contribute to retention and completion of their degree?

Survey Development and Pilot Recruitment

To address these questions, which were developed based on what we found in Phase 1, we developed a survey, collected the data, and analyzed the results. We pilot-tested the survey with a small, representative group, consisting of 30 community college students who have sought or accessed mental health services and 2-3 experts in mental health and postsecondary education. To recruit the students, we posted a solicitation in the daily email that is distributed university wide. Participants who provided feedback on the survey were given a \$30 Amazon gift card. Their responses were kept anonymous by the creation of a link to a separate Google form to gather their information for payment. Recruitment of the experts in the field consisted of engaging contacts with whom project staff had a professional relationship.

Using the focus group and interview data, we used language that would be familiar to potential respondents. The survey included questions as to whether the student has sought mental health services or has experienced challenges but did not include questions about diagnoses. Feedback consisted of clarity of questions and how to word questions to avoid triggers for this population. Pilot testers also made sure the survey was accessible online and that any branching (survey logic)

was correct. At the end of the demographic section of the survey, we included a comment box with the following instructions: *REVIEWER FEEDBACK: If applicable, please provide feedback on the questions on this page.* For other sections, the instructions were: *REVIEWER FEEDBACK: If applicable, please provide feedback on the questions on this page. Are there any triggers in this matrix? Are the response choices understandable? Is there a response choice that needs to be added?* The survey was revised to reflect suggested changes by the pilot group and expert review.

Based on the pilot feedback, we made changes to some of the demographic response categories, such as gender and race. Most of the suggested modifications were outside the scope of our study; however, we did alter the scales on some items. Those changes are as follows:

· Question: Thinking about all of the current demands in your life, please rate the extent to which each of the following has contributed to your anxiety, nervousness, depression or sadness.

- Original response scale: Doesn't contribute at all; Rarely contributes; Occasionally contributes; Fairly often contributes; Very often contributes; Contributes on a daily basis
- Current response scale: Doesn't contribute at all; Rarely contributes; Occasionally contributes; Very often contributes
- The pilot feedback was that some of the response categories were too similar.
 - Question: Once I transferred, I was able to...
- Original response scale: On my own; With help from a friend; With help from someone at my college/university, e.g., transfer center, staff, faculty member, academic advisor, disability services staff; N/A
- Current response scale: Not a concern; On my own; With help from a friend; With help from university/college faculty or staff member; Wasn't able to do
- The pilot feedback focused mainly on the N/A category and that there was too much room for interpretation.

The Project College Success team examined the Cronbach's alpha statistic (internal consistency) for reliability in SPSS version 28, as well as conducted a factor analysis, even though the response scales changed after pilot feedback. At the time of this report, the team is conducting an additional analysis of the updated survey with the population. The Cronbach's alpha for the pilot study was $\alpha=.76$, and for the full dataset, $\alpha=.88$. Both indicate adequate reliability.

Survey Procedures, Recruiting, and Format

Project staff members worked closely with the chair of the statewide committee of four-year universities and colleges, which is highly involved in Virginia's transfer initiatives. Periodic Zoom meetings occurred, as well as regular email updates and conversations – these check-ins happened approximately once per month. Based on feedback from committee members, study staff decided to distribute the survey to students who transferred from the state community colleges to a four-year institution in spring, summer, or fall semester of 2021. This timeframe was decided upon because of when we were distributing the survey, and we wanted the transfers to be recent. Due to varying protocols at the colleges and universities, the Institutional Review Board (IRB) office at each location was engaged for approval to distribute the survey. Once IRB approval at each institution was obtained, the Director of Research gave the email language and survey link to a representative at the college or university for distribution to their transfer students. They had the option to send out one reminder. In addition, some university IRB approvals allowed the use of the email language as the invitation while others required that language to be the first page of the survey as the "informed consent." Our IRB approved either process.

The survey was developed in REDCap, which was chosen because of VCU's security protocols. The REDCap research database software system does not collect IP addresses, and no email addresses or names were collected.

At the end of the survey, respondents had the opportunity to click on a link to a VCU Google form so they could enter their information for an e-gift card to be paid

to them for their time spent responding to the survey. The information they provided could not be linked to their REDCap survey responses in any way. In addition, the Google form did not collect IP addresses. Respondents were given an Amazon e-gift card worth \$20. To distribute these gift cards via email, we worked with our office's fiscal manager and followed VCU's guidelines and protocols.

The first and third questions on the survey were screening questions and a response was required to be able to advance throughout the survey. If a respondent had not transferred from a Virginia community college to a 4-year Virginia college or university, then they did not meet our study criteria. In addition, if they had not experienced any feelings of anxiety or depression, they did not meet our study criteria. After those questions, they were not required to respond to any others to move through the survey. Six universities in Virginia agreed to distribute the survey from November 2021 through November 2022, with a total of 263 responses received.

Challenges

The project team faced a few challenges during the grant period. The largest hurdle was the COVID-19 pandemic, which forced education institutions to close and focus all efforts on providing online instruction. Because of this, the community college system halted all external research activities and did not allow anyone to contact or survey their students. To overcome this, project staff decided to survey students who had made the transfer from a 2-year to a 4-year college or university and ask them to reflect on their experiences. The pandemic timeframe also saw a reduction in college enrollment; however, this decrease in population may not have greatly affected our results.

Another challenge was navigating the IRB process. Project staff obtained IRB approval at their home institution, but also had to obtain IRB approval at the participating schools. Each college and university has its own process, requirements, and timeframe. This proved to be time-consuming, but not an insurmountable hurdle.

In addition, when planning the study, it is helpful to understand whether your state has legislation in place that establishes a statewide policy on the provision of mental health services on community college campuses. For example, in Virginia, legislation limits the mental health support available within the Virginia Community College System (VCCS) system. Legislation states VCCS will provide a referral to a mental health professional for a student who requests services; however, they will not provide services on campus (Code of Virginia, 2017, Section 6, p. 11).

Dissemination

We disseminated research findings through conference presentations, webcasts, social media channels, and a project webpage. We are also in the process of preparing a manuscript for submission. The final dissemination report was sent to the six colleges and universities that participated in the survey. It was also sent to a state transfer committee and will be sent to legislators in Virginia's General Assembly.

Recommendations

Based on the development and implementation of Project College Success, project staff would make the following recommendations to consider with future implementations:

1. **IRB Decision Making:** Consider going to each college individually through their IRB for support, policy guidance, and dissemination efforts. We found that by getting an institution's IRB approval first, transfer committees and/or other campus partners were in a positive position to help distribute surveys.
2. **Partner Buy In:** We worked with many other college entities and community partners. To ensure consistent support from the various groups, we would implement a procedure to develop a Memorandum of Understanding for community colleges, universities, or community partners to sign.
3. **Legislator Connection:** Accessing mental health on a community college campus in Virginia is directly tied to the state's legislation. To replicate in your state, project staff need to be well versed in the legislative history along with

legislative efforts related to your state and policy makers working on legislation.

4. **Survey Revision:** In a survey revision, we would modify the question, “With the existing resources available at my college or university, I feel like my mental health needs are being met”. Based on evaluation and responses, we would remove the completely neutral response option (neither agree nor disagree) and replace it with a 4- or 6-point agreement scale.

Resources

- Project College Success Documents and Resources (attached)
 - Guidelines for Focus Group Facilitators and Notetakers_7-7-20.docx
 - Survey
- National Alliance on Mental Illness [NAMI](#) is the nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.
- [Active Minds](#) is the nation's premier nonprofit organization supporting mental health awareness and education for young adults.

Project College Success is supported by ECMC Foundation. The contents of this report are the sole responsibility of the authors and do not necessarily represent the official views of ECMC Foundation.

Guidelines for Focus Group Facilitators and Notetakers [ECMC Focus Groups]

Notetaker Responsibilities (overview):

- Take notes throughout the discussion
- Do not participate in the discussion
- Ask questions only when needing clarification
- Give a brief summary of themes at end of the meeting

Facilitator's Responsibilities (overview):

- Welcome participants
- Understands role is to move discussion
- Understands role is one of listening
- Manages focus group covering:
 - Welcome
 - Overview of topic
 - Ground rules
 - Ensures everyone is comfortable and ready to begin
- Uses pause and probes
 - 5 second pause after asking question or during discussion
 - Probes: "Would you explain further?" or "Would you give an example?"
- Clarify when not sure or understand a response
- Short verbal responses to participants – avoid phrases such as "that's good" or "excellent"
- **Three step Conclusion:**
 - Notetaker summarizes themes and confirms with group that their thoughts have been captured
 - Review purpose of the meeting and ask if anything has been missed

- o Thank everyone for coming and have participants sign for gift cards

Opening the meeting

Welcome everyone to the meeting

Facilitator and notetaker introduce themselves

Guidelines for the Focus Group:

We will be together for approximately 60 minutes. There is much to discuss tonight and I want to make sure that everyone has the opportunity to share your thoughts and ideas. In order to accomplish this, we need to set a few ground rules.

- First, let me explain my role as your group's facilitator. I am here to make sure that everyone has the opportunity to speak and guide the group through the questions that were developed for all of the focus groups we are conducting across the state. I will at times clarify what has been said to make sure that I understand the point that you are making and that the notetaker also understands what you have said. Our notetaker is here to record the main points of our discussion. We will not be active participants in this group. We are here to listen to you.
- It is important that only one person speaks at a time and that you let the person finish their thoughts before beginning yours. This will help the notetaker in recording information and will allow the group to really hear what everyone is saying.
- There is no right or wrong answer. There just may be differing points of view.
- If there is background noise where you are participating, please mute yourself until you are ready to speak.

Facilitating the Discussion: IRB Approved Welcome Script

Welcome Script:

Thank you for coming to discuss your experiences seeking mental health services on community college campuses. We appreciate your willingness to share your voices to this discussion.

Our primary focus is to obtain your thoughts and experiences to help us better understand the questions we need to be asking students in a statewide survey surrounding mental health experiences on community college campuses.

Additionally, you may choose to stop at any time or refrain from answering particular questions. Your participation today is 100% voluntary and we appreciate you taking the time to share with us.

This focus group today is confidential. "Confidential" means that what we say in this room should not be repeated outside of this room. Obviously, I cannot control what you do when you leave, but I ask each of you to respect each other's privacy and not tell anyone what was said by others here today. Although we hope everyone here honors this confidentiality, please remember that what you say here today could be repeated by another focus group member. So please, do not say anything that you absolutely need to keep private.

While we want to hear both positive and negative experiences, this conversation is meant to inform the survey questions and to not be a complaint session of the community college system's policies on mental health.

Do you have any questions before we begin?

Questions

(Before I begin the questions, please note that these questions were developed pre-COVID. Please respond to these questions thinking about your situation prior to the pandemic. We are trying to get an idea of your circumstances prior to this unusual time that we are in.)

1. How do current demands in your life affect your ability to meet the challenges in college?
2. What challenges have you faced in accessing campus supports and services?
3. What campus services or supports have you received that have been effective in assisting you?
4. What recommendations do you have to improve or create services and supports in the community college setting to assist students experiencing mental health challenges?
5. If you are planning to transfer to a 4-year college or university, what concerns do you have about accessing supports and services?
6. What additional comments do you have?

Closing the meeting:

- The facilitator and notetaker provide a brief summary of common themes discussed during the group.
- Ensure all forms have been signed and completed by participants (gift card)
- Thank them for their time.

Project College Success

Survey Instrument

Instructions

Please complete the survey below.

Thank you!

Questions

1. Did you transfer from a Virginia community college to a 4-year college/university in Virginia?
 - Yes [Skip to Next Question]
 - No [Skip to End of Survey]
2. Which community college did you attend?
 - Richard Bland Community College
 - Blue Ridge Community College
 - Central Virginia Community College
 - Dabney S. Lancaster Community College
 - Danville Community College
 - Eastern Shore Community College
 - Germanna Community College
 - J. Sargeant Reynolds Community College
 - John Tyler Community College
 - Lord Fairfax Community College
 - Mountain Empire Community College
 - New River Community College
 - Northern Virginia Community College
 - Patrick Henry Community College
 - Paul D. Camp Community College
 - Piedmont Virginia Community College
 - Rappahannock Community College
 - Southside Virginia Community College
 - Southwest Virginia Community College
 - Thomas Nelson Community College
 - Tidewater Community College

- Virginia Highlands Community College
- Virginia Western Community College
- Wytheville Community College
- I transferred from a community college in another state
- Prefer not to answer

3. Do you currently experience any of the following? (Choose all that apply.)

- Feelings of worry, nervousness, or anxiety
- Feelings of sadness, depression, or hopelessness
- None of the above [Skip to End of Survey]

4. I first sought or received help for my mental health concerns:

- Prior to COVID shutdown (i.e., prior to March 2020)
- After COVID shutdown started (i.e., after March 2020)
- Have not sought or received help

5. How do you identify yourself?

- Woman
- Man
- Gender variant/non-binary
- Not listed
- Prefer not to answer

6. Which race/ethnicity best describes you? You may choose more than one.

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Two or more races, ethnicities, or origins
- Not listed
- Prefer not to answer

7. Have you ever served in any branch of the US military (active duty, veteran, National Guard, or reserves)?

- Yes
- No

8. Are you the first generation in your family to attend college?

- Yes
- No
- Not sure

9. What is your age?

- 18-22
- 23-26
- 27-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- Over 65

10. What is the 5-digit zip code of your home residence/permanent address (not your school zip code)?

11. Are you currently enrolled full-time or part-time?

- Full-time (enrolled in 12 or more credit hours per semester)
- Part-time (enrolled in fewer than 12 credit hours per semester)

12. When did you transfer to your 4-year college or university?

- Spring 2021
- Summer 2021
- Fall 2021

13. Thinking about all of the current demands in your life, please rate the extent to which each of the following has contributed to your anxiety, nervousness, depression or sadness:

| | Doesn't contribute at all | Rarely contributes | Occasionally contributes | Very often contributes |
|---------------------------------------|---------------------------------|--------------------------|-----------------------------|---------------------------|
| Personal/Family life relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The health of a loved one | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Food insecurity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Homelessness/Housing insecurity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding childcare | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transportation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. When you were planning and in the process of transferring to a 4-year college or university, how concerned were you about the following aspects of the process?

| | Not concerned at all | A little concerned | Somewhat concerned | Very concerned |
|---|----------------------------|--------------------------|--------------------------|--------------------------|
| Locating mental health counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning my way around campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding the Disability Support Services (DSS) office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding wellness resources, such as relaxation, stress reduction, the gym, wellness centers, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Joining special interest groups or clubs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making sure my credits transferred | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding a place to live | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finding a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Locating on-campus health services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintaining my personal safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staying healthy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Not concerned at all | A little concerned | Somewhat concerned | Very concerned |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Connecting with my academic advisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experiencing increased anxiety and depression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anticipating academic demands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicating with professors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Once I transferred, I was able to:

| | Not a concern | On my own | With help from a friend | With help from university/college faculty or staff member | Wasn't able to do |
|--|--------------------------|--------------------------|--------------------------|---|--------------------------|
| Locate mental health counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learn my way around campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Make friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find the Disability Support Services (DSS) office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find wellness resources, such as relaxation, stress reduction, the gym, wellness centers, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Not a concern | On my own | With help from a friend | With help from university/college faculty or staff member | Wasn't able to do |
|---------------------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|
| Join special interest groups or clubs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Make sure my credits transferred | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find a place to live | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Find a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Locate campus health services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain my personal safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stay healthy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connect with my academic advisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reduce my anxiety and depression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fulfill academic demands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate with professors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. How do you attend class?

- All of my classes are online
- All of my classes are in person

Hybrid (some classes are online, some are in person)

17. What is your work status?

Full-time

Part-time

Not currently working

18. Are you registered with the office for disability services on your campus as having a documented disability?

Yes

No

19. I know how to locate a campus resource to help with my mental health concerns.

Yes

No

20. My experience with connecting with someone on my campus was the following:

I connected and was able to locate mental health resources with their help

I connected and did not receive a response

I connected, but was not able to locate mental health resources with their help

Not applicable (did not connect or attempt to connect with someone)

22. Choose all of the following resources that you have accessed and that have helped reduce your mental health concerns:

- Disability Support Services
- Academic advisors
- Faculty members/instructors
- Career center
- Peer support groups
- Military Student Services
- Special interest groups (i.e., sports, hobby)
- Administrators
- CARE Team (Campus Assessment Response and Evaluation)
- Designated "safe" or quiet spaces
- Food pantry
- Referral to counseling in the community (outside of college)
- Mental health counselor
- Wellness-focused activities or resources

23. With the existing resources available at my college or university, I feel like my mental health needs are being met.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

24. Which of the following virtual options would be helpful to you and your mental health moving forward, even after everyone comes back to campus in person? (Choose all that apply.)

- Virtual meetings to discuss mental health concerns
- Telehealth meetings with campus mental health counselors
- Virtual meetings to connect with other students through common interests, clubs, etc.
- Other

Thank you for your response!

You will be directed to Google Form that is not connected to this survey to provide your information for the gift card payment.