JED CAMPUS

ITHACA COLLEGE

Final Progress Report

2024

CONTENTS

INTRODUCTION

It has been an honor for us in having Ithaca College(Ithaca) as a part of our JED Campus program since 2020. Ithaca has shown such resilience with the many changes and significant events have taken place since you joined the JED Campus program. Despite any challenges your campus has faced, striving to protect student mental health and well-being continues. This report was prepared after reviewing Ithaca's JED Campus Post Assessment, the progress made on the JED Campus Strategic Plan, and the two administrations of the Healthy Minds Study that were administered in the Spring 2021 and 2024 semesters. This Final Progress Report highlights notable accomplishments that were achieved during the four-year program and recommendations to consider as your campus develops a sustainability plan to continue the work.

Based on our review of Ithaca's pre and post-Healthy Minds Study data, the percentage of students who felt like mental health is a campus priority has increased. However, students overall have responded in 2021 similarly to 2024. Ithaca was able to maintain homeostasis during a time of rapid changes and unprecedented times during their time in JED Campus. It will be important to continue the work and use the data to inform future initiatives.

STRATEGIC PLANNING

Engaging in an active and continuous strategic planning process allows schools to evaluate clinical and programming needs and to examine how they deploy both personal and financial resources to address student mental health challenges. Fundamentally, the establishment of a mental health strategic plan indicates to students and other stakeholders that mental health is a core value for the school.

86% students agree that the campus climate encourages open discussion about mental and emotional health

## 01 Student Mental Health as a Campuswide Priority (Objective 1.1 - 1.3)

Over your time as JED Campus, you have demonstrated a campuswide commitment to student emotional wellbeing and mental health. This includes having put together a taskforce of representatives from across campus, identifying mental health and emotional wellbeing explicitly in your campus' strategic plan, and telling the story of your work to your campus community. It is great that you have begun to consider how this work will be institutionalized by transitioning from "JED Campus Initiative" to the "Mental Health Flock". Continue in these directions!

02 Data Collection, Analysis, and Strategy (Objective 1.4 - 1.6)

Your campus collects a wide variety of student data, including but not limited to retention, services utilization, student involvement, etc. You understand the importance of analyzing this data to identify any subpopulations needing additional support, and using this information to inform campus mental health services and initiatives.

At my school, the administration is listening to the concerns of students when it comes to health and wellness
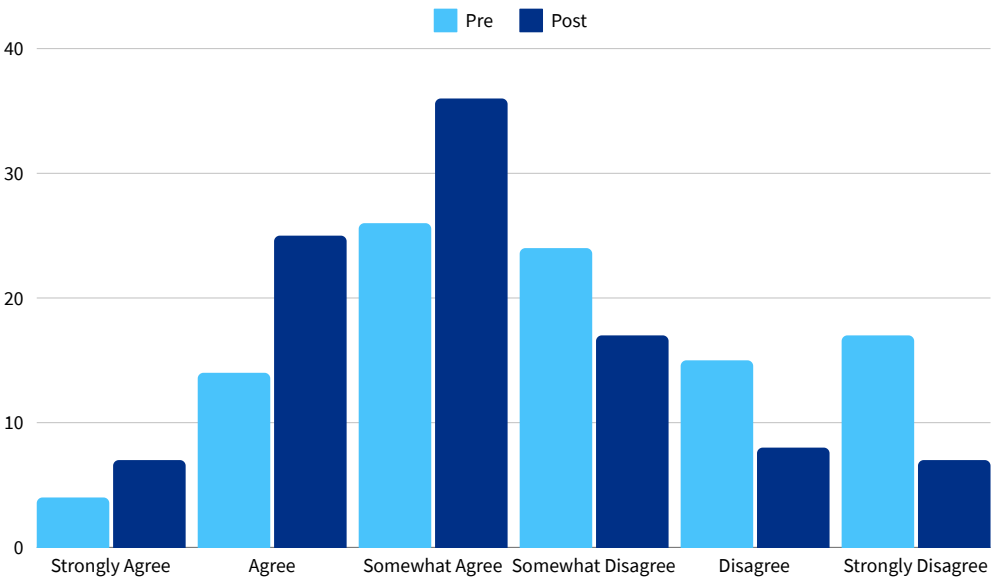
At Ithaca's start of JED Campus, just 44% of students agreed with that the administration was listening to the concerns of students in regards to health and wellness. Now, 68% of students agree or somewhat agree. JED applauds Ithaca's efforts in this accomplishment.

DEVELOP LIFE SKILLS

Supporting life skills education is valuable in teaching healthy ways to cope with the stress of college life. Some of the life skills that are important to a student's well-being include managing friends and relationships, problem solving, decision making, identifying and managing emotions, healthy living, and finding life purpose, meaning, and identity.

01

Life Skills and Academic Skills Programming (Objective 2.1 - 2.2)

There is an array of life skills programming happening on your campus, inclusive of skills academic and non-academic. Many departments across campus are working on life skills programming. The work being done here will equip your students with meaningful skills to approach life's challenges. Continue to assess programming for attendance, satisfaction, and learning outcomes.

02

Exploring Links (Objective 2.3 - 2.4)

On your campus, you have established meaningful links for your students by creating programming educating them on the impact of lifestyle choices like sleep, exercise, and nutrition on general wellness. Further, you have implemented meaningful campaigns to help your campus community explore the links between physical and emotional health and academic success. Exploring these connections enables the campus community to have a broad, holistic view of wellness.

82%
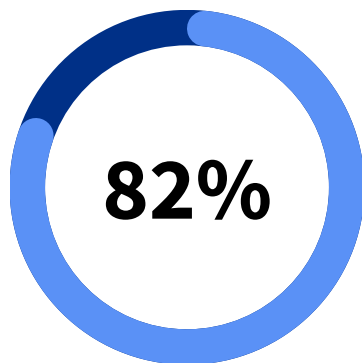
of students feel that their social relationships are supportive and rewarding compared to 82% at baseline

82% ➡ 84%

The number of students who agree they bounce back quickly after hard times has increased slightly.

PROMOTE SOCIAL CONNECTEDNESS

Research has shown that loneliness and isolation are significant risk factors for mental health problems and/or suicidal behavior. Therefore, supportive social relationships and feeling connective to campus, family, and friends are protective factors that can help lower risk.

01 Peer Mentoring Programs (Objective 3.2)

Peer mentoring is a powerful opportunity for returning students to make meaning of their time on your campus and give back to it by providing new students with meaningful connections and knowledge. Continue to work to identify new opportunities for students to receive peer mentorship.

02 Offering Belonging Services (Objective 3.3 - 3.4)

It's excellent that diversity, equity, inclusion, and belonging work is taking place on your campus. Your campus offers your students the opportunity to connect to community-based or national groups that are salient to their cultural or religious identities. This can have a meaningful impact on the belonging of all students in a campus community. Continue to prioritize this work, and keep an eye on any data you collect about the campus climate so this work can be adjusted.

03 Isolated Student Outreach (Objective 3.5 - 3.6)

Your campus has created important proactive action steps to help identify students experiencing isolation or disconnection from campus. Through the training of staff and establishment of meaningful communication channels, you are working to ensure isolated/disconnected students get the support they need. This includes programming designed to incorporate these students, which is excellent. One thing to consider from your healthy minds study data is 23% of students indicated they would reach out to an academic advisor if they were experiencing a mental health problem affecting their academic performance. It may be beneficial to ensure advisors receive mental health training.

04 Hiring Practices for Diverse Staff (Objective 3.7)

Your campus has taken and continues to take meaningful steps to promote the recruitment and retention of a diverse faculty and staff body. This has meaningful ripples for the belonging of all students on campus, who can see themselves represented in the people supporting them.

↓ 14%

48% of students feel isolated from campus life compared to 62%, in 2020

IDENTIFY STUDENTS AT RISK

It is important to take action to identify students at risk for mental health problems and/or suicidal behavior, and also to promote emotional health awareness among those who interact with students the most – such as residence hall staff, academic advisors, faculty, and even fellow students – as it is vital for these people to be able to recognize and refer a student who might be in distress.

## 01 Screening Opportunities (Objective 5.1 - 5.3)

Screening at different points of a student's experience prevents students from "falling through the cracks." Ithaca College provides screening opportunities regularly at wellness days, and regularly at visit to the health care center. This is particularly helpful for students who may feel a great amount of stigma. Ithaca's "Stop & Breathe Week"'s have been an excellent example of wellness day programs. We also commend your virtual hub as an opportunity to access this program through multiple modalities.

02 Mental Health Training (Objective 6.1 - 6.3)

In JED's perspective, there should be help all around students and there should be no "wrong door" on campus for them to seek assistance. 8% of staff and 20% faculty, and 5% of students have been given mental health training. This is an improvement from your intial 5% of staff, 10% faculty and 5% of students who had been given training. JED Encourages you to continue to explore additional opportunities to train more campus community members, one population we recommendrecieves training is student athletes . Finally, as people are trained, ensure they are offered refresher training.

I feel Confident in helping someone with a mental health problem

Pre ▪ Post
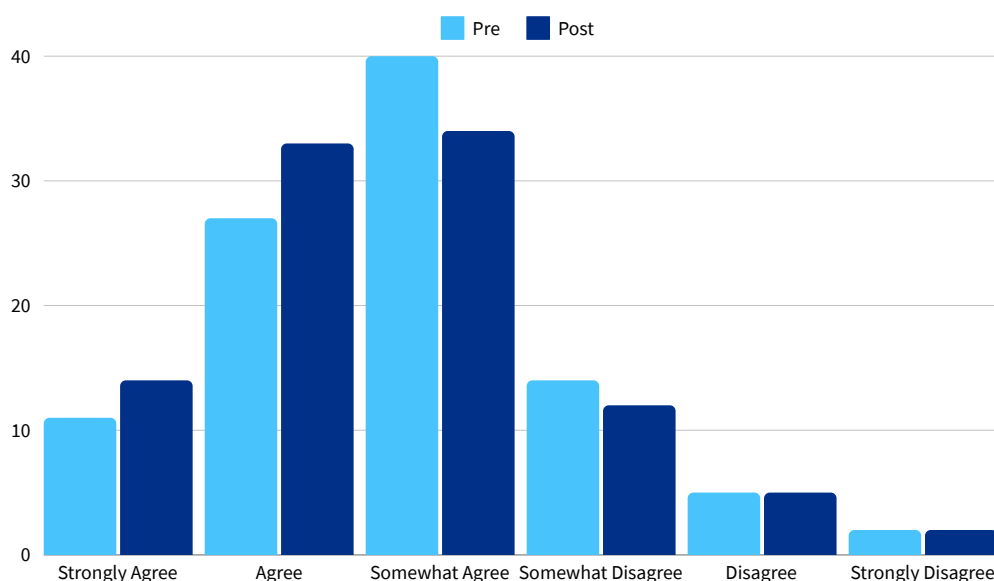
At Ithaca's start of JED Campus, 78% of students felt confident helping someone with a mental health problem. Now, 81% of students agree or somewhat agree. This data supports the need for continued mental health trainings.

INCREASE HELP-SEEKING BEHAVIOR

Many students who need help may be reluctant or unsure of how to seek it out. Obstacles to help-seeking include lack of awareness of mental health services, skepticism about the effectiveness of treatment, prejudices associates with mental illness, and uncertainty about costs or insurance coverage. Campuses should engage in a variety of activities designed to increase the likelihood that a student in need will seek help.

01 Accessibility of Campus Website (Objective 7.1 - 7.2)

On your campus website, information is easily accessible as It relates to counseling services, health services, and health education. You have worked to ensure these pages are cross-referenced, creating pathways for students to find the help they need regardless of where they begin their search.

02 Student Mental Health Campaigns (Objective 7.3)

Campaigns are created and Implemented with student input to de-stigmatize mental health and normalize seeking help. It will be key to continue these strategies to promote help-seeking behaviors among your student body. We have been very impressed with your goose campaign that was designed by students and expanded into additional campus initiatives. Involving students in campaign work where possible can help ensure students feel represented in this work.

03 Online Resources for Students (Objective 7.4)

Your campus has taken the step to utilize online resources from outside organizations that enhances the wellness messages your students receive. These are accessible on your campus website. The CAPS Resources Page and your Wellness Resources page are excellent examples of how to connect students to the resources they may need.

91% Students know where to go for professional help with their mental health
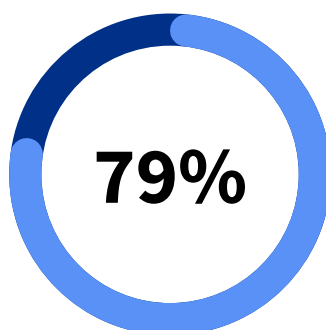
79% of students agree that when they feel depressed or sad, they tend to keep those feelings to themself compared to 83% in 2024. We recommend stratifying the data to identify possible trends in which students tend to keeps these feelings to themselves.

PROVIDE MENTAL HEALTH & SUBSTANCE USE SERVICES

JED asserts that institutions should offer accessible, consistent, and high-quality mental health and substance use services to students. Approaches to care should include adequate staffing levels, staff diversity reflective of the student population, flexibility in treatment approaches, and strong partnerships with off-campus providers. Preserving a student's mental health is critical in preventing substance misuse, risk for suicide, and strengthening their academic success.

01   Leave Policies (Objective 9.1 - 9.4)

Over the last 4 years your institution has clarified your medical and mandatory leave of absence leave policies to be consistent with JED's recommendations. Having a clear medical leave policy can help students take needed time away with a clear plan for returning to the institution and completing their degree. While mandatory leave policies are used very rarely, it is helpful to have the process clearly explained for any affected students, staff, and the campus community.

02   Clinical Services (Objective 10.1 - 10.6)

Through your JED Campus work Ithaca has ensured that student have multiple access points to clinical services. Additionally, you've increased the diversity of your counseling staff office to more closely represent your student body. To help continue meeting the needs of a diverse student body, JED recommends reviewing our Equity in Mental Health Framework for additional strategies.

03   After Hours Protocol (Objective 11.5)

Since the start of the JED Campus Program your campus has added availability both after and before typical business hours. You have continued to publicize national and local crisis resources and have implemented Protocall for after hours emergency services for students. These are excellent ways to ensure students can access services.

PROVIDE MENTAL HEALTH & SUBSTANCE USE SERVICES

05

Alcohol and Drug Use Services (Objective 12.1 - 12.2, 12.4 - 12.9)

Your alcohol and drug policies meet JED's recommendations. In addition, you are working towards a Memorandum of Understanding with a local community agency to help make substance use services available to students.

06

Protocol for Responding to Student Overdose (Objective 12.3)

While you previously had a protocol for responding to a student overdose, you have clarified the roles that different campus staff play and ensured a smoother response to support the student and reintegrate them into the campus community. Your protocol now meets JED's recommendations and is well publicized.

07

Naloxone (Objective 12.10)

It is excellent naloxone is available in all AED boxes on campus. There is good evidence to suggest that this training can avert the fatal consequences of an overdose. Training students and staff on proper use of naloxone increases the chances that a student who overdoses will receive the help they need.

73% of students needed help for emotional/mental health problems in the last 12 months, compared to 76% at baseline

65% ➡ **62%**

The number of students who report binge drinking in the past 2 weeks has decreased slightly

CRISIS MANAGEMENT PROCEDURES

Having clear crisis management policies and protocols in place, including a focus on crisis prevention and effective responses when crises occur, is central to the safety of students and the campus community. Clear and accessible emergency and postvention protocols help guide faculty and staff when a student is struggling and provide readily accessible emergency information, including crisis phone numbers, chat, and text services.

01   Postvention Protocol (Objective 13.1 - 13.3)

Your initial postvention protocol was well thought out but not shared widely with the campus community or consistent with the HEMHA guide. You've since updated this policy to meet HEMHA's best practices and are regularly reviewed with anyone involved in the response. This is critical for a coordinated response following a crisis or student death and can save valuable time during an emergency.

02   BIT Team and Emergency Information (Objective 14.1 - 14.3)

Your existing behavioral intervention team continues to meet JED's recommendation and meets at regularly to discuss students of concern. You have expanded your marketing for the campus community on how to report a student of concern. You continue to publicize 24/7 emergency crisis text and phone lines, including the implementation of Protocall.

03   Non-Discrimination Policy (Objective 14.6)

Your campus has developed a protocol for responding to violations of your campus's non-discrimination policy. The methods of reporting are clearly publicized, you have a trained team to respond and review these concerns, and this team is distinct from other BIT team protocols.

PROMOTE MEANS SAFETY

Restricting or limited access to potential means of self-harm is one of the most effective ways to prevent suicide. Research has shown that if the means to self-harm are limited, individuals will not substitute for a different plan. When common means to suicide are limited in an environment, it's been shown that the overall suicide rate declines.

01 Environmental Scan (Objective 15.1)

You have completed an environmental scan since beginning the JED Campus program, where you identified risks for access to lethal means on campus and created a plan to mitigate these risks. We recommend that you continue to do these scans annually.

02 Means Safety Restrictions (Objective 15.3- 15.5)

You have taken steps on your campus to limit access to potential means of self-harm, Including student access to windows, rooftops, and balconies. Student access to laboratory chemicals or medical materials is also carefully monitored.

03 Firearm Policy (Objective 15.2)

Firearms are banned on your campus which is a significant safety action. Nationally, more people die by suicide from firearms than homicide.

NEXT STEPS

Where do you go from here? Sustainability reports are not just about looking back, but also looking forward.

Ithaca is now considered an Alumni of the JED Campus program. This means that the institution will have continued access to our Learning Community, the JED Campus Playbook, newsletters, JED connection calls, our online forum and listserv, and other JED communications and opportunities. Though Ithaca will not have any regular check-ins with your JED Campus Advisor, you are able to contact us at any time if you need advice, have a question, or would like to have any assistance in anything related to emotional health for your campus.

01

Data Analysis, and Strategy

Ithaca collects a large amount of data like retention, service usage, and student engagement through a variety of means. JED recommends Ithaca consider how data is shared out across campus. Analyzing data across demographic groups helps to identify subpopulations needing additional support. Use this insight to shape campus mental health services and initiatives effectively. Sharing data analysis broadly also keeps the campus community informed and included in this work. It may be beneficial to utilize your campus experts to continue to analyze your available data.

02

Student Mental Health as Campus wide Priority

An important part of Sustainability is considering how will wellbeing work be institutionalized at Ithaca. Ensuring future Mental Health Action Planning work will not be lost if there is staff turnover or that the work is left to be completed by just Health and Counseling. Ensure there is a task force devoted to student mental health, and prioritize communicating the story of this work to your campus community including regular messaging from upper leadership. JED Also encourages you to identify funding ensure continuity of programs developed during your JED Campus process. This should also include a review of any gaps in staffing to provide wellness programming, events and campaigns.

NEXT STEPS

03 Life Skills

It is excellent that Ithaca has been able to maintain a high level of student satisfaction in the area of life skills given the impact of COVID-19 on students. We recommend stratifying your data to help understand what students do not feel they bounce back quickly after hard times or that their social relationships are not rewarding.

We also encourage you to continue to examine how life skills work could be more cohesively administered on your campus. A Campus wide-audit of life skills programming may be beneficial to identify what is currently being offered and identify any gaps and redundancies. JED Recommends schools infuse life skills into their curriculum wherever possible.

04 Support in Transition

To support students with previous mental health and substance use histories, JED recommends student health history be collected including information related to mental health and substance use histories. Provide information to them and their families about current resources on campus, so that it is readily available.

05 Substance Misuse Support

To support students in the area of substance misuse, consider where there may be opportunity to expand campaigns to include information about resources and treatment opportunities. We also recommend continuing to expand alcohol-free programs and events.

ACKNOWLEDGEMENTS

A huge thank you to the Ithaca College JED Campus leads, lead and lead, as well as the whole JED Campus Team.

We thank you for your continued support in supporting wellbeing efforts on your campus

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