



Annual Assessment Report Template: Needs or Benchmarking
Academic Year: 2018-2019

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Name of Department: Center for Students with Disabilities, Dean of Students, Health Promotion and Wellness, Residential Education and University Counseling

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Type of Assessment: Needs

Part I: Follow-Up on Last Year's Assessment Report Recommendations

CSD: For the 2016-17 academic year, the Center for students with Disabilities planned to measure improvement in students' abilities to avoid/overcome learning barriers -- thus successfully meet academic challenges -- as a function of their engagement with CSD clinician services. While the specifics of the services clinicians provide range broadly according to the individual needs of the student, generally speaking, services provided fall into two categories: they (1) support the enhancement of the students' executive function skills, and/or they (2) facilitate student confidence, leading to increasing autonomy and the ability to self advocate. Students utilizing clinician services tend to be those with greater needs, and sometimes at greater risk. Unfortunately, the assessment did not take occur, but is being reconsidered for the 2019-20 academic year.

DOS: For the 2016-2017 academic year, the Dean of Students completed a collaborative project with the Office of Health Promotion and Wellness. The purpose of the project was to determine to what extent students who participate in the student conduct process for alcohol or other drugs (AOD) describe how their use of AOD affects themselves and others relative to the expectations of the DePaul community. The recommendations included continuing with the assessment project and include Residential Education's conduct cases in order to allow for a larger sample. Although the three departments have not analyzed the student response prompts since this project, the data is available to us via Maxient. All three departments met in the summer of 2017 and summer of 2018 to ensure consistency when assigning sanctions for alcohol and/or other drug violations. A sanctioning rubric was created in the summer of 2018 for all professional staff to follow. A similar "year in review" meeting is scheduled for July 2019 that involves all three departments.

HPW: For the 2016-17 academic year Health Promotion and Wellness completed a collaborative project with Dean of Students. The purpose of the project was to determine to what extent students who participate in the student conduct process for alcohol or other drugs describes how their use affects themselves and others relative to the expectation of the Depaul community. The recommendations included expanding to include Residential Education's conduct cases. This is hoped to be reviewed in the future. Additionally, meetings have been held in the summer of 2017 and 2018 to ensure consistent sanctioning. Data shows that sanctioning is becoming more consistent across departments (see HPW's annual report data for 18-19).

Res Ed: For the 2016-2017 academic year, Residential Education examined student learning regarding benefits of living on campus upon completion of residential community development activities that included Residential Education Learning Initiatives (RELI), floor meetings, Welcome Week and the Blue Demon Community Meeting. Results from a single, multiple-answer online learning survey question were compared with level of activity attendance. Of the students assessed, 7.9 percent correctly identified benefits to living on-campus. A majority of students did not correctly identify the benefits to living on-campus and thus, did not demonstrate learning. Implications of research findings include recommendations for revisiting how initiatives are planned and implemented in the residence halls and consideration for creating a formalized Residential Curriculum model. Due to an attempted merge, reduction in two professional staff members, and a reduction of \$200K in resources and program funds in the 2017-2018 academic year, Residential Education did not feel it was the appropriate time to implement a formalized curriculum. Conversations are occurring now about next steps.

UCS: For the 2016-2017 academic year, UCS assessed student learning that takes place in the context of outreach and psychoeducational programming. Recommendations included: standardizing an assessment instrument for outreach programming, developing a streamlined system to track outreach projects, and revising program learning outcomes related to outreach. A standardized assessment tool was developed and has been in use for the past academic year. The department has made progress in achieving adherence with all staff and trainees using the instrument consistently and more work remains to insure consistency. The department has been more intentional around communication of expectations for all staff to be involved in outreach as well as the provision of outreach supervision. A new data form was developed so that the TitaniumSchedule software management system is now automatically track outreach projects.

Part II: Report on This Year's Assessment Project

I. Abstract

The purpose of this assessment project was to determine the needs of Student Affairs student staff as it relates to responding to various student crises and concerns. An internally-created survey with closed and open-ended questions was distributed to selected student staff regarding their needs to address crises and concerns related to mental health, alcohol and other drugs, sexual and relationship violence, and financial and economic distress. Student staff encounter drug and alcohol concerns, mental health concerns and financial and economic concerns with generally higher levels of frequency than sexual and relationship violence. Although the

responses were heavily skewed towards Resident Advisors, the departments will use this information to create and inform the training curriculum for our Divisional Student Affairs student staff. The departments will also use this information to implement additional support structures for students to debrief incidents with their supervisors.

II. Assessment Question

What do student staff need to effectively manage crises, and to what extent does the division of student affairs support student staff in effectively managing crises?

III. Introduction & Context

Project Overview

Part of the Divisional focus on core functions has involved the provision of quality services to students. Since student staff are often on the front-lines of responding to critical student incidents, this assessment project sought to assess the training needs of student staff around 4 different types of crises and concerns: mental health, alcohol and drug, sexual and relationship violence and economic/financial stressors.

Context for This Year's Report

In the Core Function 3 (student support) SWOT analysis, it was determined that although a variety of strengths were identified as it relates to assisting students in crisis, there may be varying definitions of crises across the division and lack of clarity on how to appropriately refer a student to services and resources. We understand staff have various levels of training, however a broader more consistent approach to student crisis may be beneficial at the Divisional level.

To make training efforts more efficient and to create efficiencies in staff time, the division will establish a centralized training model for student staff/employees and staff members (*Assisting students in crisis, weaknesses 1 and 2; Quality Service Group goals*)

- Define crisis and provide a common understanding of crisis within the division
- Determine the training needs of each department for student staff
- Determine the training needs of each department for staff members
- Student Care Team processes
- Dean on Call processes
- University Counseling Services staff member on call processes
- Dean of Students Office processes
- Appropriate use of supervisors and hierarchy within the division

Campus Crisis Response

Due to the frequency with which crises strike our students and campuses, institutions of higher education have a responsibility to plan for and be prepared to respond to a wide range of student crises (Treadwell, O'Grady & M.R. & Associates, 2019). Lerner, Volpe, & Lindell (2004) formally defined crisis as a 'traumatic event that seriously disrupts one's coping and problem-solving abilities. It is typically unpredicted, volatile in nature, and may even threaten one's survival.' (p.9)

According to Zdziarski's (2007) campus crisis management model, 'human crisis' is any event or situation that originates with or is initiated by human beings, whether through human error or conscious act. Further delineating human crises, Kruger (2019) maintains that a broad spectrum of well-being issues has changed the nature of student affairs work. Kruger refers to the suite of issues as the 'big six.' Student affairs plays a critical campus role in promoting mental health and suicide prevention; resolving complex sexual violence cases; advancing efforts in alcohol and other drug prevention; responding to protests and activism; advancing social justice and inclusive campus practices; and, on many campuses, addressing the need for reform of Greek life. As such, the 'big six' often frame crisis response in student affairs.

A crisis may occur when an individual is unable to deal effectively with personal stressors or stressful changes in the environment. A stressful event alone does not constitute a crisis; rather, crisis is determined by the individual's view of the event and response to it. If the individual sees the event as significant and threatening, has exhausted their usual coping strategies without effect, and is unaware of or unable to pursue other alternatives, then the precipitating event may push the individual toward psychological disequilibrium, or a state of crisis (Seymour & Moore, 2000; Smead, 1988). In addition to supporting student wellness, institutions of higher education are charged with persistence and retention. Thus, crisis management is a critical personal and institutional priority.

Crisis intervention involves three components: 1) the crisis, the perception of an unmanageable situation; 2) the individual or group in crisis; and 3) the 'helper' or one who provides aid, support or advocacy. Crisis intervention requires that the person experiencing crisis receive timely and skillful support to help cope with their situation before physical, emotional (or academic) deterioration occurs (Smead, 1988).

On most college campuses, it falls to student affairs to be the first responders to campus crises. Title IX and gender-based equity and compliance, alcohol and drug abuse prevention and response, mental health, student privacy, speech and expression, threats to campus safety, etc. At DePaul University, student staff such as resident advisors (RAs), STARS mentors, academic success coaches, Chicago Quarter student mentors and professional staff, Health Promotion &

Wellness' Health Education and Action Team (HEAT) are often on the 'front lines' of witnessing and responding to student concerns and crises.

The basic response during any crisis comes back to focus on the actual person affected. As such, competence in crisis response is one way higher education institutions honor and support the human dignity of the student. Regardless of the scale of the crisis, it is the human element that student affairs must address consistently throughout the process. To varying degrees, physical, emotional and spiritual well-being are keys to recovery in even the most minor of incidents. Although some student concerns may not meet the full threshold for 'crisis' (i.e., subjective distress in the absence of risk which this project refers to as a 'concern,' a compassionate and helpful response is nonetheless indicated. Preparation for responding to student concerns or crises isn't always easily outlined in procedures and protocols but focuses on "doing the right thing for the people who are involved in the crisis – a response from the heart." (Zdziarski, 2006).

Crisis response training

Student support team members need to be properly trained to implement crisis plans and procedures. Proper training is essential if teams are to operate effectively in a time of significant concern or crisis. Thus, it is critical not to overlook the significance of proper team training, which must include all aspects of crisis training. As such, student affairs practitioners must create structures of care and support, both emotional and physical. They must train staff and student staff to detect early warning signs and respond according to their roles.

Crisis work is often demanding and sometimes even heartbreaking. Staff members, including student staff, must be prepared for the possibility that despite robust efforts to implement best practices, deaths from car accidents, overdoses, violence and suicide can, and unfortunately, do occur. According to Hayashida (2019), universities can manage and mitigate threats, but they cannot pretend that best practices and training initiatives will somehow fully inoculate us from the world. Therefore, creating a community of support and care for all (including student staff) is essential.

The focus of the present assessment project involved 4 critical issues: mental health, sexual and relationship violence, alcohol and drug abuse, and economic distress (both concerns and crises). . We sought to understand the student (and staff) experience of crisis intervention and perceptions about the efficacy of training in these 4 areas.

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IV.Data Collection & Methodology

Population and Sample

Groups of student staff across the Division of Student Affairs were selected based on their unique role in responding to various student crises, concerns and other health and wellness issues. Student groups selected included Resident Advisors in residential Education, the Health

Education Action Team in Health Promotion and Wellness, STARS peer mentors in the Office of Multicultural Student Success, as well as Chicago Quarter mentors, Student Success Coaches and Orientation Staff all in the Office of New Student Family Engagement.

251 total students were invited to take the survey. The breakdown includes:

Resident Advisors	57
Health Education Action Team	8
Stars Mentors	27
Success Coaches	19
Chicago Quarter Mentors	110
Orientation Staff	30

Participants were invited to participate either via an in person invitation from one of the project facilitators or via email sent from the project facilitators. Specifically, RA's were invited to attend in a staff meeting by Rod Waters, project facilitator and Director of Residential Education. HEAT was invited to attend in person during a staff meeting by Shannon Suffoletto, Director of Health Promotion and Wellness. The remaining groups were invited to participate via an email.

Data Collection

A Qualtrics survey was created after the group of directors of UCS, DOS, Res Ed, CSD and HPW consulted with each other about critical training needs of student staff. 4 areas emerged (mental health, alcohol/drugs, sexual and relationship violence, financial/economic stress) for the focus of training needs of student staff. We sought to assess the degree to which student staff felt that responding to the various crises and concerns were part of their job, how frequently they encountered the 4 areas of concern and crisis, whether they felt prepared, whether they felt comfortable in responding to various concerns and crises in the student leader role, to what office(s) they would refer. In addition, a qualitative section was able to ascertain additional information about how they felt about their student leader role with regard to managing crises and concerns and what types of training, support and/or supervision they would find helpful.

Directors were intentional about trying to achieve a high response rate. As such, we sought to have the survey administered, whenever possible, in the context of a group meeting. When that was not possible, a link to the survey was emailed to the various groups of student staff.

A copy of the survey instrument questions is attached to the data analysis in Appendix I.

Data Analysis

An assessment intern was assigned to this project who quantitatively analyzed the data using SPSS by generating counts and percentages for each question and comparing them to one another. In addition, the intern qualitatively analyzed open-ended responses for common themes using an iterative approach.

Participant Consent

Student IDs were collected in the survey, however, the results were confidential but not anonymous. Student staff could elect not to complete the survey.

V.Data & Findings

Response Rate and Demographics

79 out of 251 student staff completed the survey, yielding an overall response rate of 31.5%. It should be noted that the response rate for RAs and HEAT team members was much higher.

49 of 57 RAs completed the survey yielding a response rate of 85.9% of RAs. All 8 HEAT team members completed the survey -- a 100% response rate. The response rate for other groups of student staff was much lower.

As expected, survey respondents were heavily weighted to juniors and seniors. In terms of participants who completed the survey, 54.8% were seniors, 27.4% were juniors, 13.7% were sophomores and 4.1% were graduate students.

Of the 103 student staff who opened the survey, 79 responded to the majority of the questions. 59% of respondents were resident advisors (RAs), 9% were HEAT Team members, 13.3% were Chicago Quarter Mentors (CQMs), 6% were STARS Mentors, 6% were Orientation Staff (OLs) and 6% were student coaches.

Among the various groups of student staff, the response rates of resident advisors (RAs) and HEAT team members were much higher than Chicago Quarter Mentors (CQMs), academic

success coaches and Orientation Staff (OLs). Thus, data from RAs and HEAT team members are more representative of their specific groups while data from CQMs, academic success coaches and OLs should be interpreted with more caution.

The sample population of student staff responding to the survey was 68.5% female and 30.1% male.

More than other demographic questions, nearly half (47.9%) of respondents did not specify their race. Of those who specified race, 31.5% were White, 9.6% were Black/African American, 5% were Asian, 4.1% International, and 1.4% Hispanic/Latino. Thus, the sample of student staff may under represent Asian and Latinx students.

Survey participants represented 8 of DePaul's 10 colleges. 24.7% were from the College of Science & Health, 20.5% were from the Driehaus College of Business, 16.4% were from the College of Computing & Digital Media, 13.7% were from the College of Communication, 8.2% from the College of Education and 1.4% from The Theatre School. There were no participants from the School of Music or the School for New Learning (with SNL now closed as of 6/2019).

Key Findings

Please see Appendix I (Student Staff Needs Assessment) for a detailed quantitative and qualitative analysis of survey data.

Student staff encounter drug and alcohol concerns, mental health concerns and financial/economic concerns with generally higher levels of frequency than sexual and relationship violence.

In terms of the frequency of encountering concerns or crises in the 4 areas studied, Alcohol and drug concerns were encountered by 41% of student staff at least once per month.

Mental Health concerns were encountered by 38.5% of student staff at least once per month.

Tied for 'third place,' both mental health crises and financial and economic crises were encountered by 31.6% of student staff at least once per month.

Financial and economic concerns were encountered by 29.5% of student staff at least once per month.

Sexual and relationship violence concerns were encountered by 24.1% of student staff at least once per month.

Alcohol and drug crises were encountered by 17.7% of student staff at least once per month.

Sexual and relationship violence crises were encountered by 15.2% of student staff at least once per month.

75% of HEAT team members and 40% of STARS Peer Mentors reported encountering mental health concerns three or more times a month compared to only 10.9% of RAs.

HEAT team members were more likely than other student staff to report 'frequently' responding to all categories of crises and concerns. More than a third of CQMs also reported that they frequently responded to alcohol and drug concerns.

Noticeably fewer student staff report that their training prepares them to respond or assist when students present with financial or economic crises (e.g., only 65.2% of RAs, 50% of HEAT team members report that they feel prepared to respond to economic/financial crises.

In terms of feeling prepared to respond to various kinds of concerns and crises, there is some variability by student role.

100% of HEAT team members report feeling more prepared to respond to SRV concerns as compared to 82.6% of RAs.

Conversely, 97.8% of RAs report that they feel prepared to respond to an alcohol or drug crisis, while 82.6% of HEAT team members feel prepared to respond.

When asked what additional needs student staff have, a common theme related to enhanced training overall and 'how to have an effective conversation about financial/economic concerns.'

Student staff are also less certain about where to refer students experiencing financial/economic concerns. For example, 51.9% would refer to UCS and 48.1% would refer to their academic advisor.

Nearly all student staff say that they feel better prepared to respond to student concerns vs student crises.

Several student staff responded that they are not professionally trained counselors and need to rely on the knowledge and resources of professional staff members.

Some student staff report they feel responding to various student mental health issues is 'mentally taxing' and can create emotional distress, including needing to step out of their student leader role to take care of themselves.

When asked what additional needs student staff have, some student staff want better knowledge of university policies and 'clear protocols' (especially for alcohol and drug crises and sexual and relationship violence crises).

In the qualitative data, a theme emerged of student staff (especially RAs and HEAT team members) wanting more opportunities for ongoing training, debriefing, support and supervision.

VI. Discussion & Interpretation of Findings

Student staff are highly responsible and engaged in their work, tending to see all 4 areas of study (i.e., mental health, alcohol and drug issues, sexual and relationship violence and financial/economic distress) as part of their roles.

As expected, the survey revealed that student staff are highly responsible and engaged in their respective roles. They nearly always see crisis response (or response to concerns) in the 4 areas studied (mental health, alcohol and drugs, sexual and relationship violence, financial/economic distress) as part of their job.

It seems somewhat counter-intuitive that a very high percentage of student staff across the board report that they feel comfortable and prepared to help manage complex and often emotionally stressful student situations.

The qualitative data provide another perspective on how student staff experience parts of their role which involves interfacing with student concerns and crises. Several participants indicated wanting more training on various policies and procedures and wanting more resources including decision-trees and protocols.

Student staff are clearly on the front lines of responding to student crises and concerns. Their roles, on occasion, expose them to significant psychosocial stressors. Some student staff indicated a need for additional support, opportunities for debriefing a difficult crisis situation, ready access to professional staff members and ongoing supervision and consultation.

While all groups of student staff come face to face with student crises and concerns, HEAT Team members regularly encounter all 4 issues (i.e., mental health, alcohol and drugs, sexual and relationship violence, and financial/economic).

RAs are also on the front lines of crisis response. As such, these two groups of student staff (RAs and HEAT team members) may especially need additional training, consultation, attention and support. Although a higher response rate would be needed to generalize, STARS Mentors may be similar to RAs and HEAT Team members in the frequency with which they encounter student crises and concerns

Significantly, nearly a third of student staff indicate that they respond to economic/financial crises at least once per month. However, students feel less prepared and equipped to respond to financial/economic issues as compared to the 3 other areas. As such, this finding has implications for training of professional staff and student staff across the division.

While most student staff recognize that their roles bring rich opportunities for learning and leadership, they are sometimes exposed to highly stressful situations and may experience emotional activation and feel overwhelmed.

Some student staff requested additional higher level trainings on managing opioid addiction, specific mental health disorders (e.g., bipolar disorder, obsessive compulsive disorder, trauma, etc.) which may be beyond their role and competence as student staff. As such, trainings need to emphasize the role of limits and boundaries of the student leader role as well as emphasizing the importance of self-care, regular and accessible consultation and supervision with professional staff members.

VII.Recommendations and Plans for Action

Recommendations

Provide additional student support and supervision as it may be necessary to help assist student staff who are navigating complex student situations which may exceed their level of training. This would require working with current professional student staff supervisors; with Core Function Three team leading coaching conversations with those staff members and create a rubric for supervision meetings with student staff.

Create a comprehensive training curriculum for student staff around the student crises and concerns raised in this needs assessment. This could include a centralized manual with clear protocols and policies. This would also include structure for ongoing trainings throughout the academic year in addition to a larger training/onboarding for student staff (typically conducted in late summer). The training curriculum would also include examples of concerns vs crisis and appropriate referral offices & resources.

Revisit the previous “SALT-style” (student affairs leadership training) conducted previously within the Division of Student Affairs. This could assist in providing a consistent training to all student staff and allow departments to continue to have departmental specific trainings to supplement the larger training.

Action Plan

Directors from Core Function Three will meet in August to discuss the assessment report and results in anticipation of late summer student leader training (i.e RA training, HEAT training, etc.). In August, staff leadership from Core Function Three will meet with professional staff from New Student & Family Engagement and the Office of Multicultural Student Success to debrief the needs assessment and discuss ideas for future trainings.

The Core Function Three team will continue to assist in planning a Fall Professional Development Symposium regarding triage and crisis response. CF3 staff will collect data from staff members related to crisis response and will identify themes and needs for managers who may also be supervising students.

During the 2019-2020 academic year, the Core Function Three team can build the training curriculum to implement for the Summer/Fall 2020 student leadership training(s). This will include a review of post-crisis support structures with the goal of standardizing procedures for debriefing critical incidents and offering additional support and supervision for student staff.

Sharing the results

Directors from Core Function Three will share the report with their staff teams in August to discuss future departmental modifications for training student staff (i.e how DOS presents/trains Resident Advisors at RA training, etc.).

A brief summary of the results will be shared with all student participants who were invited to complete the original survey in early Fall.

Formal presentation at the Student Affairs Assessment Symposium in October.

Appendix I.

Appendix: Student Staff’ Needs Assessment

*Dean of Students Office, Center for Students
with Disabilities, Office of Health Promotion
and Wellness, Residential Education, and
University Counseling Services*

2019 Student Leadership Survey data was analyzed quantitatively and qualitatively to assess student staff’ needs to support students experiencing crises and concerns.

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Section 1. Demographics

Among 103 students who opened the survey, 79 students answered the majority of questions to yield meaningful comparative analysis. Six of the 79 students did not provide a valid ID number; therefore, their responses are included in the survey analysis, but their characteristics are missing from the demographics description.

Table 1. Race.

Race[1]	Frequency	Valid Percent
Not Specified	35	47.9 %
White	23	31.5 %

Black/African American	7	9.6 %
Asian	4	5.5 %
Foreign	3	4.1 %
Hispanic/Latino	1	1.4 %
Total	73	100 %

Table 2. Gender.

Gender1	Frequency	Valid Percent
Female	50	68.5 %
Male	22	30.1 %
Unknown	1	1.4 %
Total	73	100 %

Table 3. Academic Level.

Academic Level^[2]	Frequency	Valid Percent
Senior	40	54.8 %
Junior	20	27.4 %
Sophomore	10	13.7 %
Graduate	3	4.1 %
Total	73	100 %

Table 4. College.

College²	Frequency	Valid Percent
College of Science & Health	18	24.7 %
College of Liberal Arts & Social Sciences	15	20.5 %
Driehaus College of Business	12	16.4 %
College of Computing & Digital Media	11	15.1 %
College of Communication	10	13.7 %

College of Education	6	8.2 %
The Theatre School	1	1.4 %
Total	73	100 %

Table 5. Student Role.

Student Role[3]	Frequency	Percent
Resident Advisor	49	59.0 %
HEAT Team Member	8	9.7 %
Chicago Quarter Mentor	11	13.3 %
STARS Peer Mentor	5	6.0 %
Orientation Leader	5	6.0 %
Student Coach	5	6.0 %
Total	83	100 %

Section 2. Overall Findings

2.1. Mental Health

2.1.1. Mental Health Crises

Table 6. Q16: In any given month, how frequently do you respond to students experiencing mental health crises?

Response	Frequency	Percent	Cumulative Percent
None	43	54.4 %	54.4 %
Once per month	25	31.6 %	86.1 %
Twice per month	7	8.9 %	94.9 %
Three times a month	1	1.3 %	96.2 %
Four times a month	1	1.3 %	97.5 %
Five or more times a month	2	2.5 %	100 %
Total	79	100 %	100 %

Table 7. Q18: My job responsibilities include supporting students experiencing mental health crises.

Response	Frequency	Percent	Cumulative Percent
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Strongly agree	44	55.7 %	55.7 %
Somewhat agree	26	32.9 %	88.6 %
Neither agree nor disagree	5	6.3 %	94.9 %
Somewhat disagree	3	3.8 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 8. Q19: Within my student leader role, I feel prepared to respond to students experiencing mental health crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	30	38.0 %	38.0 %
Somewhat agree	42	53.2 %	91.1 %
Neither agree nor disagree	3	3.8 %	94.9 %
Somewhat disagree	2	2.5 %	97.5 %
Strongly disagree	2	2.5 %	100 %

Total	79	100 %	100 %
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Table 9. Q20: Within my student leader role, I feel comfortable responding to student mental health crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	27	34.2 %	34.2 %
Somewhat agree	44	55.7 %	89.9 %
Neither agree nor disagree	3	3.8 %	93.7 %
Somewhat disagree	5	6.3 %	100 %
Strongly disagree	0	0 %	100 %
Total	79	100 %	100 %

Table 10. Q33: To which office or staff member would you refer a student experiencing a mental health crisis? (select all that apply)

Response	Frequency	Percent
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University Counseling Services	67	84.8 %
Office of Health Promotion and Wellness	57	72.2 %
Public Safety	27	34.2 %
Dean of Students Office	24	30.4 %
Residential Education	21	26.6 %
Center for Students with Disabilities	16	20.3 %
Title IX Staff	16	20.3 %
Academic Advisor	10	12.7 %
Other (i.e., Campus Ministries, OMSS, call 911)	6	7.6 %

2.1.2. Mental Health Concerns

Table 11. Q22: In any given month, how frequently do you respond to students experiencing mental health concerns?

Response[4]	Frequency	Valid Percent	Cumulative Percent
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None	17	21.8 %	21.8 %
Once per month	30	38.5 %	60.3 %
Twice per month	15	19.2 %	79.5 %
Three times a month	7	9.0 %	88.5 %
Four times a month	1	1.3 %	89.7 %
Five or more times a month	8	10.3 %	100 %
Total	78	100 %	100 %

Table 12. Q24: My job responsibilities include supporting students experiencing mental health concerns.

Response[5]	Frequency	Valid Percent	Cumulative Percent
Strongly agree	59	75.6 %	75.6 %
Somewhat agree	15	19.2 %	94.9 %
Neither agree nor disagree	4	5.1 %	100 %
Somewhat disagree	0	0 %	100 %

Strongly disagree	0	0 %	100 %
Total	78	100 %	100 %

Table 13. Q25: Within my student leader role, I feel prepared to respond to students experiencing mental health concerns.

Response[6]	Frequency	Valid Percent	Cumulative Percent
Strongly agree	47	60.3 %	60.3 %
Somewhat agree	28	35.9 %	96.2 %
Neither agree nor disagree	2	2.6 %	98.7 %
Somewhat disagree	1	1.3 %	100 %
Strongly disagree	0	0 %	100 %
Total	78	100 %	100 %

Table 14. Q26: Within my student leader role, I feel comfortable responding to student mental health concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	46	58.2 %	58.2 %
Somewhat agree	30	38.0 %	96.2 %
Neither agree nor disagree	1	1.3 %	97.5 %
Somewhat disagree	2	2.5 %	100 %
Strongly disagree	0	0 %	100 %
Total	79	100 %	100 %

Table 15. Q34: To which office or staff member would you refer a student experiencing mental health concerns? (select all that apply)

Response	Frequency	Percent
University Counseling Services	74	93.7 %
Office of Health Promotion and Wellness	63	79.7 %
Residential Education	31	39.2 %

Center for Students with Disabilities	25	31.6 %
Dean of Students Office	25	31.6 %
Academic Advisor	18	22.8 %
Title IX Staff	17	21.5 %
Public Safety	10	12.7 %
Other (i.e., Campus Ministries)	3	3.8 %

2.1.3. Comparison of Mental Health Crises to Concerns

Table 16. Q16 v. Q22: In any given month, how frequently do you respond to students experiencing mental health crises/concerns?

	Q16: In any given month, how frequently do you respond to students experiencing mental health crises?		Q22: In any given month, how frequently do you respond to students experiencing mental health concerns?	
Response	Frequency	Percent	Frequency	Percent
Frequent[7]	4	5.1 %	17	21.5 %

Infrequent	75	94.9 %	62	78.5 %
Total	79	100 %	79	100 %

Table 17. Q18 v. Q24: My job responsibilities include supporting students experiencing mental health crises/concerns.

	Q18: My job responsibilities include supporting students experiencing mental health crises		Q24: My job responsibilities include supporting students experiencing mental health concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	70	88.6 %	74	93.7 %
Disagree	9	11.4 %	5	6.3 %
Total	79	100 %	79	100 %

Table 18. Q19 v. Q25: Within my student leader role, I feel prepared to respond to students experiencing mental health crises/concerns.

	Q19: Within my student leader role, I feel prepared to respond to students experiencing mental health crises		Q25: Within my student leader role, I feel prepared to respond to students experiencing mental health concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	72	91.1 %	75	94.9 %
Disagree	7	8.9 %	4	5.1 %
Total	79	100 %	79	100 %

Table 19. Q20 v. Q26: Within my student leader role, I feel comfortable responding to student mental health crises/concerns.

	Q20: Within my student leader role, I feel comfortable responding to student mental health crises		Q26: Within my student leader role, I feel comfortable responding to student mental health concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	71	89.9 %	76	96.2 %
Disagree	8	10.1 %	3	3.8 %

Total	79	100 %	79	100 %
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Table 20. Q33 v. Q34: To which office or staff member would you refer a student experiencing mental health crises/concerns? (select all that apply)

	Q33: To which office or staff member would you refer a student experiencing a mental health crisis?		Q34: To which office or staff member would you refer a student experiencing mental health concerns?	
Response	Frequency	Percent	Frequency	Percent
Academic Advisor	10	12.7 %	18	22.8 %
Center for Students with Disabilities	16	20.3 %	25	31.6 %
Dean of Students Office	24	30.4 %	25	31.6 %
Office of Health Promotion and Wellness	57	72.2 %	63	79.7 %
Public Safety	27	34.2 %	10	12.7 %
Residential Education	21	26.6 %	31	39.2 %

Title IX Staff	16	20.3 %	17	21.5 %
University Counseling Services	67	84.8 %	74	93.7 %
Other	6	7.6 %	3	3.8 %

2.2. Alcohol and Other Drugs

2.2.1. Alcohol and Other Drugs Crises

Table 21. Q28: In any given month, how frequently do you respond to students experiencing alcohol or other drug crises?

Response	Frequency	Percent	Cumulative Percent
None	49	62.0 %	62.0 %
Once per month	14	17.7 %	79.7 %
Twice per month	5	6.3 %	86.1 %
Three times a month	7	8.9 %	94.9 %
Four times a month	1	1.3 %	96.2 %
Five or more times a month	3	3.8 %	100 %
Total	79	100 %	100 %

Table 22. Q30: My job responsibilities include supporting students experiencing alcohol or other drug crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	46	58.2 %	58.2 %
Somewhat agree	22	27.8 %	86.1 %
Neither agree nor disagree	7	8.9 %	94.9 %
Somewhat disagree	2	2.5 %	97.5 %
Strongly disagree	2	2.5 %	100 %
Total	79	100 %	100 %

Table 23. Q31: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	34	43.0 %	43.0 %
Somewhat agree	33	41.8 %	84.8 %

Neither agree nor disagree	6	7.6 %	92.4 %
Somewhat disagree	4	5.1 %	97.5 %
Strongly disagree	2	2.5 %	100 %
Total	79	100 %	100 %

Table 24. Q32: Within my student leader role, I feel comfortable responding to student alcohol or drug crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	37	46.8 %	46.8 %
Somewhat agree	30	38.0 %	84.8 %
Neither agree nor disagree	4	5.1 %	89.9 %
Somewhat disagree	6	7.6 %	97.5 %
Strongly disagree	2	2.5 %	100 %
Total	79	100 %	100 %

Table 25. Q36: To which office or staff member would you refer a student experiencing alcohol or other drug crises? (select all that apply)

Response	Frequency	Percent
Office of Health Promotion and Wellness	72	91.1 %
University Counseling Services	55	69.6 %
Public Safety	45	57.0 %
Residential Education	33	41.8 %
Dean of Students Office	22	27.8 %
Academic Advisor	5	6.3 %
Center for Students with Disabilities	4	5.1 %
Title IX Staff	4	5.1 %
Other (i.e., call 911, Kate Lower)	2	2.5 %

2.2.2. Alcohol and Other Drugs Concerns

Table 26. Q38: In any given month, how frequently do you respond to students experiencing alcohol or other drug concerns?

Response[8]	Frequency	Valid Percent	Cumulative Percent
None	18	23.1 %	23.1 %
Once per month	32	41.0 %	64.1 %
Twice per month	13	16.7 %	80.8 %
Three times a month	6	7.7 %	88.5 %
Four times a month	2	2.6 %	91.0 %
Five or more times a month	7	9.0 %	100 %
Total	78	100 %	100 %

Table 27. Q40: My job responsibilities include supporting students experiencing alcohol or other drug concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	50	63.3 %	63.3 %
Somewhat agree	21	26.6 %	89.9 %

Neither agree nor disagree	5	6.3 %	96.2 %
Somewhat disagree	3	3.8 %	100 %
Strongly disagree	0	0 %	0 %
Total	79	100 %	100 %

Table 28. Q41: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	44	55.7 %	55.7 %
Somewhat agree	27	34.2 %	89.9 %
Neither agree nor disagree	4	5.1 %	94.9 %
Somewhat disagree	3	3.8 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 29. Q42: Within my student leader role, I feel comfortable responding to student alcohol or drug concerns.

Response[9]	Frequency	Valid Percent	Cumulative Percent
Strongly agree	44	56.4 %	56.4 %
Somewhat agree	22	28.2 %	84.6 %
Neither agree nor disagree	6	7.7 %	92.3 %
Somewhat disagree	5	6.4 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	78	100 %	100 %

Table 30. Q43: To which office or staff member would you refer a student experiencing alcohol or other drug concerns? (select all that apply)

Response	Frequency	Percent
Office of Health Promotion and Wellness	76	96.2 %
University Counseling Services	56	70.9 %
Residential Education	29	36.7 %

Public Safety	17	21.5 %
Dean of Students Office	13	16.5 %
Academic Advisor	8	10.1 %
Center for Students with Disabilities	7	8.9 %
Title IX Staff	4	5.1 %
Other (i.e., Kate Lower)	1	1.3 %

2.2.3. Comparison of Alcohol and Other Drugs Crises to Concerns

Table 31. Q28 v. Q38: In any given month, how frequently do you respond to students experiencing alcohol or other drug crises/concerns?

	Q28: In any given month, how frequently do you respond to students experiencing alcohol or other drug crises?		Q38: In any given month, how frequently do you respond to students experiencing alcohol or other drug concerns?	
Response	Frequency	Percent	Frequency	Percent
Frequent [10]	11	13.9 %	16	20.3 %
Infrequent	68	86.1 %	63	79.7 %

Total	79	100 %	79	100 %
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Table 32. Q30 v. Q40: My job responsibilities include supporting students experiencing alcohol or other drug crises/concerns.

	Q30: My job responsibilities include supporting students experiencing alcohol or other drug crises		Q38: My job responsibilities include supporting students experiencing alcohol or other drug concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	68	86.1 %	71	89.9 %
Disagree	11	13.9 %	8	10.1 %
Total	79	100 %	79	100 %

Table 33. Q31 v. Q41: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug crises/concerns.

	Q31: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug crises	Q41: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug concerns
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Response	Frequency	Percent	Frequency	Percent
Agree	67	84.8 %	71	89.9 %
Disagree	12	15.2 %	8	10.1 %
Total	79	100 %	79	100 %

Table 34. Q32 v. Q42: Within my student leader role, I feel comfortable responding to student alcohol or other drug crises/concerns.

	Q32: Within my student leader role, I feel comfortable responding to student alcohol or other drug crises		Q42: Within my student leader role, I feel comfortable responding to student alcohol or other drug concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	67	84.8 %	66	83.5 %
Disagree	12	15.2 %	13	16.5 %
Total	79	100 %	79	100 %

Table 35. Q36 v. Q43: To which office or staff member would you refer a student experiencing alcohol or other drug crises/concerns? (select all that apply)

	Q36: To which office or staff member would you refer a student experiencing alcohol or other drug crisis?		Q43: To which office or staff member would you refer a student experiencing alcohol or other drug concerns?	
Response	Frequency	Percent	Frequency	Percent
Academic Advisor	5	6.3 %	8	10.1 %
Center for Students with Disabilities	4	5.1 %	7	8.9 %
Dean of Students Office	22	27.8 %	13	16.5 %
Office of Health Promotion and Wellness	72	91.1 %	76	96.2 %
Public Safety	45	57.0 %	17	21.5 %
Residential Education	33	41.8 %	29	36.7 %
Title IX Staff	4	5.1 %	4	5.1 %
University Counseling Services	55	69.6 %	56	70.9 %
Other	2	2.5 %	1	1.3 %

2.3. Sexual and Relationship Violence

2.3.1. Sexual and Relationship Violence Crises

Table 36. Q46: In any given month, how frequently do you respond to students experiencing sexual and relationship violence crises?

Response	Frequency	Percent	Cumulative Percent
None	62	78.5 %	78.5 %
Once per month	12	15.2 %	93.7 %
Twice per month	2	2.5 %	96.2 %
Three times a month	2	2.5 %	98.7 %
Five or more times a month	1	1.3 %	100 %
Total	79	100 %	100 %

Table 37. Q48: My job responsibilities include supporting students experiencing sexual and relationship violence crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	45	57.0 %	57.0 %

Somewhat agree	26	32.9 %	89.9 %
Neither agree nor disagree	6	7.6 %	97.5 %
Somewhat disagree	2	2.5 %	100 %
Strongly disagree	0	0 %	100 %
Total	79	100 %	100 %

Table 38. Q49: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	28	35.4 %	35.4 %
Somewhat agree	35	44.3 %	79.7 %
Neither agree nor disagree	11	13.9 %	93.7 %
Somewhat disagree	4	5.1 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 39. Q50: Within my student leader role, I feel comfortable responding to student sexual and relationship violence crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	27	34.2 %	34.2 %
Somewhat agree	30	38.0 %	72.2 %
Neither agree nor disagree	13	16.5 %	88.6 %
Somewhat disagree	9	11.4 %	100 %
Strongly disagree	0	0 %	100 %
Total	79	100 %	100 %

Table 40. Q51: To which office or staff member would you refer a student experiencing sexual and relationship violence crises? (select all that apply)

Response	Frequency	Percent
University Counseling Services	64	81.0 %
Office of Health Promotion and Wellness	64	81.0 %

Title IX Staff	56	70.9 %
Public Safety	52	65.8 %
Dean of Students Office	34	43.0 %
Residential Education	31	39.2 %
Other (i.e., call 911, Campus Ministries, Hannah Retzkin)	3	3.8 %
Academic Advisor	2	2.5 %
Center for Students with Disabilities	1	1.3 %

2.3.2. Sexual and Relationship Violence Concerns

Table 41. Q53: In any given month, how frequently do you respond to students experiencing sexual and relationship violence concerns?

Response	Frequency	Percent	Cumulative Percent
None	52	65.8 %	65.8 %
Once per month	19	24.1 %	89.9 %

Twice per month	5	6.3 %	96.2 %
Four times a month	1	1.3 %	97.5 %
Five or more times a month	2	2.5 %	100 %
Total	79	100 %	100 %

Table 42. Q55: My job responsibilities include supporting students experiencing sexual and relationship violence concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	51	64.6 %	64.6 %
Somewhat agree	19	24.1 %	88.6 %
Neither agree nor disagree	8	10.1 %	98.7 %
Somewhat disagree	1	1.3 %	100 %
Strongly disagree	0	0 %	100 %
Total	79	100 %	100 %

Table 43. Q56: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	33	41.8 %	41.8 %
Somewhat agree	34	43.0 %	84.8 %
Neither agree nor disagree	9	11.4 %	96.2 %
Somewhat disagree	2	2.5 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 44. Q57: Within my student leader role, I feel comfortable responding to student sexual and relationship violence concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	26	32.9 %	32.9 %
Somewhat agree	37	46.8 %	79.7 %

Neither agree nor disagree	9	11.4 %	91.1 %
Somewhat disagree	6	7.6 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 45. Q58: To which office or staff member would you refer a student experiencing sexual and relationship violence concerns? (select all that apply)

Response	Frequency	Percent
Office of Health Promotion and Wellness	72	91.1 %
University Counseling Services	66	83.5 %
Title IX Staff	60	75.9 %
Public Safety	35	44.3 %
Residential Education	35	44.3 %
Dean of Students Office	25	31.6 %
Academic Advisor	4	5.1 %

Center for Students with Disabilities	4	5.1 %
Other (i.e., Hannah Retzkin)	1	1.3 %

2.3.3. Comparison of Sexual and Relationship Violence Crises to Concerns

Table 46. Q46 v. Q53: In any given month, how frequently do you respond to students experiencing sexual and relationship violence crises/concerns?

	Q46: In any given month, how frequently do you respond to students experiencing sexual and relationship violence crises?		Q53: In any given month, how frequently do you respond to students experiencing sexual and relationship violence concerns?	
Response	Frequency	Percent	Frequency	Percent
Frequent [11]	3	3.8 %	3	3.8 %
Infrequent	76	96.2 %	76	96.2 %
Total	79	100 %	79	100 %

Table 47. Q48 v. Q55: My job responsibilities include supporting students experiencing sexual and relationship violence crises/concerns.

	Q48: My job responsibilities include supporting students experiencing sexual and relationship violence crises		Q55: My job responsibilities include supporting students experiencing sexual and relationship violence concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	71	89.9 %	70	88.6 %
Disagree	8	10.1 %	9	11.4 %
Total	79	100 %	79	100 %

Table 48. Q49 v. Q56: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence crises/concerns.

	Q49: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence crises		Q56: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	63	79.7 %	67	84.8 %
Disagree	16	20.3 %	12	15.2 %
Total	79	100 %	79	100 %

Table 49. Q50 v. Q57: Within my student leader role, I feel comfortable responding to student sexual and relationship violence crises/concerns.

	Q50: Within my student leader role, I feel comfortable responding to student sexual and relationship violence crises		Q57: Within my student leader role, I feel comfortable responding to student sexual and relationship violence concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	57	72.2 %	63	79.7 %
Disagree	22	27.8 %	16	20.3 %
Total	79	100 %	79	100 %

Table 50. Q51 v. Q58: To which office or staff member would you refer a student experiencing sexual and relationship violence crises/concerns? (select all that apply)

	Q51: To which office or staff member would you refer a student experiencing sexual and relationship violence crises?		Q58: To which office or staff member would you refer a student experiencing sexual and relationship violence concerns?	
Response	Frequency	Percent	Frequency	Percent

Academic Advisor	2	2.5 %	4	5.1 %
Center for Students with Disabilities	1	1.3 %	4	5.1 %
Dean of Students Office	34	43.0 %	25	31.6 %
Office of Health Promotion and Wellness	64	81.0 %	72	91.1 %
Public Safety	52	65.8 %	35	44.3 %
Residential Education	31	38.2 %	35	44.3 %
Title IX Staff	56	70.9 %	60	75.9 %
University Counseling Services	64	81.0 %	66	83.5 %
Other	3	3.8 %	1	1.3 %

2.4. Financial and Economic Crises and Concerns

2.4.1. Financial and Economic Crises

Table 51. Q61: In any given month, how frequently do you respond to students experiencing financial and economic crises?

Response	Frequency	Percent	Cumulative Percent
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None	45	57.0 %	57.0 %
Once per month	25	31.6 %	88.6 %
Twice per month	5	6.3 %	94.9 %
Three times a month	2	2.5 %	97.5 %
Four times a month	1	1.3 %	98.7 %
Five or more times a month	1	1.3 %	100 %
Total	79	100 %	100 %

Table 52. Q63: My job responsibilities include supporting students experiencing financial and economic crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	29	36.7 %	36.7 %
Somewhat agree	25	31.6 %	68.4 %
Neither agree nor disagree	13	16.5 %	84.8 %
Somewhat disagree	9	11.4 %	96.2 %

Strongly disagree	3	3.8 %	100 %
Total	79	100 %	100 %

Table 53. Q64: Within my student leader role, I feel prepared to respond to students experiencing financial and economic crises.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	19	24.1 %	24.1 %
Somewhat agree	30	38.0 %	62.0 %
Neither agree nor disagree	12	15.2 %	77.2 %
Somewhat disagree	12	15.2 %	92.4 %
Strongly disagree	6	7.6 %	100 %
Total	79	100 %	100 %

Table 54. Q65: Within my student leader role, I feel comfortable responding to student financial and economic crises.

Response ^[12]	Frequency	Valid Percent	Cumulative Percent
Strongly agree	22	28.2 %	28.2 %
Somewhat agree	23	29.5 %	57.7 %
Neither agree nor disagree	19	24.4 %	82.1 %
Somewhat disagree	10	12.8 %	94.9 %
Strongly disagree	4	5.1 %	100 %
Total	78	100 %	100 %

Table 55. Q66: To which office or staff member would you refer a student experiencing financial and economic crises? (select all that apply)

Response	Frequency	Percent
Dean of Students Office	65	82.3 %
University Counseling Services	41	51.9%
Academic Advisor	38	48.1 %

Residential Education	29	36.7%
Other	20	25.3%
Office of Health Promotion and Wellness	11	13.9 %
Public Safety	3	3.8 %
Center for Students with Disabilities	1	1.3 %
Title IX Staff	1	1.3 %

Table 56. Other responses to Q66.

Response	Frequency	Percent[13]
DePaul Central	13	16.5 %
Financial Aid Office	5	6.3 %
Career Center	2	2.5 %
Chris Rone	1	1.3 %
Financial Fitness	1	1.3 %
OMSS	1	1.3 %

The Vincentian pantry place	1	1.3 %
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2.4.2. Financial and Economic Concerns

Table 57. Q68: In any given month, how frequently do you respond to students experiencing financial and economic concerns?

Response ^[14]	Frequency	Valid Percent	Cumulative Percent
None	41	52.6 %	52.6 %
Once per month	23	29.5 %	82.1 %
Twice per month	4	5.1 %	87.2 %
Three times a month	4	5.1 %	92.3 %
Four times a month	2	2.6 %	94.9 %
Five or more times a month	4	5.1 %	100 %
Total	78	100 %	100 %

Table 58. Q70: My job responsibilities include supporting students experiencing financial and economic concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	36	45.6 %	45.6 %
Somewhat agree	21	26.6 %	72.2 %
Neither agree nor disagree	12	15.2 %	87.3 %
Somewhat disagree	8	10.1 %	97.5 %
Strongly disagree	2	2.5 %	100 %
Total	79	100 %	100 %

Table 59. Q71: Within my student leader role, I feel prepared to respond to students experiencing financial and economic concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	25	31.6 %	31.6 %
Somewhat agree	29	36.7 %	68.4 %
Neither agree nor disagree	10	12.7 %	81.0 %

Somewhat disagree	12	15.2 %	96.2 %
Strongly disagree	3	3.8 %	100 %
Total	79	100 %	100 %

Table 60. Q72: Within my student leader role, I feel comfortable responding to student financial and economic concerns.

Response	Frequency	Percent	Cumulative Percent
Strongly agree	26	32.9 %	32.9 %
Somewhat agree	27	34.2 %	67.1 %
Neither agree nor disagree	14	17.7 %	84.8 %
Somewhat disagree	11	13.9 %	98.7 %
Strongly disagree	1	1.3 %	100 %
Total	79	100 %	100 %

Table 61. Q73: To which office or staff member would you refer a student experiencing financial and economic concerns? (select all that apply)

Response	Frequency	Percent
Dean of Students Office	62	78.5 %
Academic Advisor	38	48.1 %
University Counseling Services	35	44.3 %
Residential Education	27	34.2 %
Other	21	26.6 %
Office of Health Promotion and Wellness	8	10.1 %
Center for Students with Disabilities	2	2.5 %
Public Safety	2	2.5 %
Title IX Staff	2	2.5 %

Table 62. Other responses to Q73.

Response	Frequency	Percent ^[15]
DePaul Central	15	19.0 %

Financial Aid Office	5	6.3 %
Financial Fitness	3	3.8 %
Career Center	2	2.5 %
OMSS	1	1.3 %
Scholarship Connect	1	1.3 %

2.4.3. Comparison of Financial and Economic Crises to Concerns

Table 63. Q61 v. Q68: In any given month, how frequently do you respond to students experiencing financial and economic crises/concerns?

	Q61: In any given month, how frequently do you respond to students experiencing financial and economic crises?		Q68: In any given month, how frequently do you respond to students experiencing financial and economic concerns?	
Response	Frequency	Percent	Frequency	Percent
Frequent[16]	4	5.1 %	11	13.9 %
Infrequent	75	94.9 %	68	86.1 %
Total	79	100 %	79	100 %

Table 64. Q63 v. Q70: My job responsibilities include supporting students experiencing financial and economic crises/concerns.

	Q63: My job responsibilities include supporting students experiencing financial and economic crises		Q70: My job responsibilities include supporting students experiencing financial and economic concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	54	68.4 %	57	72.2 %
Disagree	25	31.6 %	22	27.8 %
Total	79	100 %	79	100 %

Table 65. Q64 v. Q71: Within my student leader role, I feel prepared to respond to students experiencing financial and economic crises/concerns.

	Q64: Within my student leader role, I feel prepared to respond to students experiencing financial and economic crises		Q71: Within my student leader role, I feel prepared to respond to students experiencing financial and economic concerns	
Response	Frequency	Percent	Frequency	Percent

Agree	49	62.0 %	54	68.4 %
Disagree	30	38.0 %	25	31.6 %
Total	79	100 %	79	100 %

Table 66. Q65 v. Q72: Within my student leader role, I feel comfortable responding to student financial and economic crises/concerns.

	Q65: Within my student leader role, I feel comfortable responding to student financial and economic crises		Q72: Within my student leader role, I feel comfortable responding to student financial and economic concerns	
Response	Frequency	Percent	Frequency	Percent
Agree	45	57.0 %	53	67.1 %
Disagree	34	43.0 %	26	32.9 %
Total	79	100 %	79	100 %

Table 67. Q66 v. Q73: To which office or staff member would you refer a student experiencing financial and economic crises/concerns? (select all that apply)

	Q66: To which office or staff member would you refer a student experiencing financial and economic crises?		Q73: To which office or staff member would you refer a student experiencing financial and economic concerns?	
Response	Frequency	Percent	Frequency	Percent
Academic Advisor	38	48.1 %	38	48.1 %
Center for Students with Disabilities	1	1.3 %	2	2.5 %
Dean of Students Office	65	82.3 %	62	78.5 %
Office of Health Promotion and Wellness	11	13.9 %	8	10.1 %
Public Safety	3	3.8 %	2	2.5 %
Residential Education	29	36.7 %	27	34.2 %
Title IX Staff	1	1.3 %	2	2.5 %
University Counseling Services	41	51.9 %	35	44.3 %
Other	20	25.3 %	21	26.6 %

Section 3. Additional Needs of Student Staff

3.1. Overview

Responses to open-ended questions about student staff' additional needs (Q35, Q44, Q59, Q74, Q75, and Q76) were examined using qualitative thematic analysis. Student staff' additional needs were categorized into codes. When possible, codes were generated using students' in-vivo responses, highlighting their voices. The codes were summarized into the following four major themes: (1) quality of support for students, (2) support for staff, (3) training, and (4) characteristics of staff.

It is notable that many similar codes (i.e. "knowledge of resources") were identified from students' responses regarding different types of content areas. As a result, the same themes were used to categorize codes across to highlight similarities and differences among student needs related to different content areas. These similarities emphasize the importance of identified codes and themes across different student staff' positions.

Table 68. Themes and codes identified during qualitative thematic analysis of student staff' additional needs.

	Code					
Theme	Q35: What do you need to effectively support students experiencing either a mental health crisis or concern?	Q44: What do you need to effectively support students experiencing either an alcohol or other drug crisis or concern?	Q59: What do you need to effectively support students experiencing either a sexual or relationship violence crisis or concern?	Q74: What do you need to effectively support students experiencing either a financial or economic crisis or concern?	Q75: What could help you when supporting students experiencing crises and concerns?	Q76: Please provide any other thoughts about supporting students experiencing crises and concerns.

1) Quality of support for student s	a) "Access to resources" b) Safe environmen t	a) "Public Safety" b) Safe environmen t	a) "Support groups" b) "Communit y discussions " c) Trusting environmen t	a) "Scholarships " b) "DePaul Central" c) Safe environment	X	a) "Outreach"
2) Support for staff	a) "Knowledge of resources" b) "Support from supervisor" c) "Response plan" d) Resources for staff	a) "Knowledge of resources" b) Professiona l support c) "Clear protocol"	a) "Knowledge of resources" b) "Support from supervisor" c) Clear protocol	a) "Knowledge of resources" b) Professional support c) Response plan	a) Directory of resources b) Professiona l support c) "Support from supervisor" d) Response plan e) Teamwork	a) Knowledge of resources

Table 68 (continued). Themes and codes identified during qualitative thematic analysis of student staff' additional needs.

	Code
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Theme	Q35: What do you need to effectively support students experiencing either a mental health crisis or concern?	Q44: What do you need to effectively support students experiencing either an alcohol or other drug crisis or concern?	Q59: What do you need to effectively support students experiencing either a sexual or relationship violence crisis or concern?	Q74: What do you need to effectively support students experiencing either a financial or economic crisis or concern?	Q75: What could help you when supporting students experiencing crises and concerns?	Q76: Please provide any other thoughts about supporting students experiencing crises and concerns.
3) Training	a) Quality training b) Continued training	a) "AOD education" b) "How to identify the problems"	a) "HPW training" b) Quality training	a) Quality training b) "How to have an effective conversation"	a) Quality training b) How to have an effective conversation	a) Quality training
4) Characteristics of staff	a) "Mentally taxing" b) "Staff are not trained mental health professionals" c) Character of staff	a) "Feel well prepared" b) Character of staff	a) Role of staff b) Character of staff	a) "We do not talk about it" b) Role of staff	a) Character of staff	a) Role of staff b) Character of staff

3.2. Additional Needs to Support Students Experiencing Mental Health Crises and Concerns

Among 79 student-staff ("staff") completed the survey, 67 staff (85 %) provided responses to Q35. Open-ended, qualitative thematic analysis was used to categorize staff' additional needs into codes using staff' in-vivo responses. These codes were summarized into the following four major themes: quality of support for students, support for staff, training, and characteristics of staff.

Table 69. Qualitative thematic analysis of Q35: What do you need to effectively support students experiencing either a mental health crisis or concern?

Theme	Code
1) Quality of support for students	a) “Access to resources”
	b) Safe environment
2) Support for staff	a) “Knowledge of resources”
	b) “Support from supervisor”
	c) “Response plan”
	d) Resources for staff
3) Training	a) Quality training
	b) Continued training
4) Characteristics of staff	a) “Mentally taxing”
	b) “Staff are not trained mental health professionals”
	c) Character of staff

1) **Theme 1: Quality of support for students**

- a) Code “Access to resources” contains comments describing if students are able to receive help from institutional resources and in a timely matter.

“Currently, offices/centers that respond to mental health crises and concerns—mainly UCS—does not have a good reputation from students that I have spoken to. ... And if students are able to receive help, many have found that they are simply referred to other services.” – Leader 14

“I need to know that there won’t be a long waitlist for UCS when I refer a student there.” – Leader 59

- b) Code “Safe environment” refers to the settings in which students feel safe to express themselves and to reach out for institutional resources.

“I wish there was a way to fill in that middle ground where it feels like those spaces are safe for their own good rather than an obligated request that makes them feel like they are in trouble for experiencing trauma or a concern.” – Leader 5

“An environment in which myself and the student can feel comfortable to take the appropriate measures to determine and access the correct resources for the situation.” – Leader 38

2) **Theme 2: Support for staff**

- a) Code “Knowledge of resources” includes references to staff needs to know the resources available for students on campus.

“Knowledge of resources and access to contacts to connect students with.” – Leader 39

“Specific information on exactly what each campus resource provides.” – Leader 26

- b) Code “Support from supervisor” consists of comments about the importance of procedural and/or personal support to staff from their supervisors.

“I need the support and advocacy as a student worker from my supervisor in my position.” – Leader 6

“I feel that I need support from my supervisor to validate that I handled the situation properly and to make sure that I am ok after handling the situation.” – Leader 67

- c) Code “Response plan” indicates suggestions to develop an action guide to eliminate uncertainty during handling mental health crises and concerns.

“I think that a crisis response plan or “tree” would be helpful. The plan/tree could ask yes/no questions and guide the employee to the appropriate action or person to contact depending on the yes/no response.” – Leader 36

"I would like a more concrete action plan. I feel like I just do what I think is best, rather than following a plan the university wants." – Leader 58

- d) Code *"Recourses for staff"* includes requests from staff to have access to institutional resources that specifically address staff concerns related to their job duties.

"Have access to University Counseling Services (a therapist trained for RA issues, reduced appointment fee)." – Leader 3

"A support system to help debrief because these are emotionally and mentally tolling." – Leader 18

3) Theme 3: Training

- a) Code *"Quality training"* depicts situations that staff desire a more detailed training, specifically preparing staff to respond to practical situations, using interactive activities, and providing education on mental health issues.

"Training is super important, however, I would like to have two different sessions rather than one. This is because there is SO MUCH information to process that it gets very complicated to remember all the resources DePaul has for students. Moreover, I would like to experience more interactive activities where we can think on our feet in case we get across a situation that needs immediate assistance." – Leader 12

"Training on what to do if I walk in on a suicide or if someone tells me they're going to kill themselves, as well as after-care etc. for the RA who had to deal with the situation. Also training on OCD, bipolar, and other disorders that may not be as common." – Leader 61

- b) Code *"Continuing training"* reflects staff opinion about the benefits of continuous training so that they can refresh their memory and also to enhance their understanding through connection to their new work experiences.

"I just think a continuance of training would be helpful for every student leader so that they are reminded about how to support students." – Leader 22

"I would really like to revisit the Mental Health First Aid training we did over summer training." – Leader 47

4) Theme 4: Characteristics of staff

- a) Code *"Mentally taxing"* expresses staff feelings about their job duties concerning helping a student through a mental health crisis/concern as being psychologically difficult and affecting staff emotionally.

"Dealing with these issues can be very mentally taxing on the RA." – Leader 7

“How I should deal with hearing their mental concerns if it affects me. Last time my group talked about suicide and depression some students including myself had to step out because it was a touchy subject. – Leader 21

b) Code “*Staff are not trained mental health professionals*” frames the role of staff as the first responders and supporters, but, ultimately, not experts in students’ recovery.

“Ultimately, none of us are trained mental health professionals and I don’t feel like that’s our place to intervene outside of referral or any emotional support we may be able to provide because it could potentially be more detrimental for the resident involved at the end.” – Leader 9

“Because I am not a qualified mental health professional, I can only attempt to understand and refer them to resources.” – Leader 10

c) Code “*Character of staff*” depicts personal qualities and behaviors of staff that help in guiding students through mental health crises and concerns.

“First you need to be an active listener. You cannot assume everyone needs the same help. A student leader needs to be able to talk calmly and help students go to professional help. The number one thing I think you need to assist someone with a mental health crisis or concern is an open friendly mind. If someone trusts you, you need to make sure the person is always comfortable with you. It’s all about comfort and understanding.” – Leader 30

“The ability to listen and to let them talk their issues out if they want or giving them their space if they really need it.” – Leader 35

3.3. Additional Needs to Support Students Experiencing Alcohol or Other Drug Crises and Concerns

Among 79 student-staff (“staff”) completed the survey, 58 staff (73 %) provided responses to Q44. Open-ended, qualitative thematic analysis was used to categorize staff’ additional needs into codes using staff’ in-vivo responses. These codes were summarized into the following four major themes: quality of support for students, support for staff, training, and characteristics of staff.

Table 70. Qualitative thematic analysis of Q44: What do you need to effectively support students experiencing either an alcohol or other drug crisis or concern?

Theme	Code
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1) Quality of support for students	a) “Public Safety”
	b) Safe environment
2) Support for staff	a) “Knowledge of resources”
	b) Professional support
	c) “Clear protocol”
3) Training	a) “AOD education”
	b) “How to identify the problems”
4) Characteristics of staff	a) “Feel well prepared”
	b) Character of staff

1) *Theme 1: Quality of support for students*

a) Code “*Public Safety*” summarizes responses concerning Public Safety’s lack of professionalism in handling situations with students experiencing alcohol or other drug crises and concerns.

“Public Safety needs better training when dealing with these instances. There have been multiple occurrences of Public Safety officers either not reacting professionally to students experiencing these situations or have been completely ignorant of certain substances and how to respond to them.” – Leader 14

“I need Public Safety to learn to be more understanding and patient with residents. They are often very rude and judgmental towards residents, which escalates the situation.” – Leader 18

- b) Code “*Safe environment*” refers to the settings in which students feel safe to express themselves and to reach out for institutional resources.

“A lot of my friends or close peers have told me that they have had trouble with consistency in adhering to alcohol and drug programs. Many of them know they are being offered [AOD programs] but choose not to go. There was also an issue with handling how to aid people who may experience relapse.” – Leader 5

“A feeling of safety for the students to be able to express their concerns openly.” – Leader 38

2) Theme 2: Support for staff

- a) Code “*Knowledge of resources*” contains references to staff knowledge of resources available for students on campus, including the degree of confidentiality each of the resources provides.

“An explicit listing of on-campus resources that I can provide students to support them.” – Leader 29

“I think it’s important to know which resources students can reach out to that will be confidential and which ones aren’t.” – Leader 33

- b) Code “*Professional support*” indicates staff needs for help from staff members, professionally trained in alcohol and other drug issues, as opposed to dealing with these situations by themselves.

“Access to and support from the AOD prevention specialist.” – Leader 19

“People who are equipped to deal with situations like this. Students are not capable of dealing with severe situations of people addicted to drugs.” – Leader 63

- c) Code “*Clear protocol*” includes comments on uncertainty of institutional policy regarding alcohol and other drug crises and concerns handling.

“I would also need to understand university procedures in how to handle.” – Leader 79

“DePaul’s policies!!” – Leader 53

3) Theme 3: Training

- a) Code “*AOD education*” summarizes staff requests for up-to-date education about alcohol and other substances, addiction, and recovery.

“I need to be provided with an education on alcohol and other drug crises. Our culture is changing in regards to how we understand alcohol/drugs and we should be constantly reflecting on that.” – Leader 20

“Additional education on marijuana, Rx drugs, addiction, and recovery.” – Leader 56

- b) Code “*How to identify the problems*” indicates staff’ need to be educated on symptoms of alcohol and other drug use and crises.

“An awareness of how to identify if someone might be experiencing the problems.” – Leader 11

“Tools to decipher the signs of drug crises.” – Leader 50

4) Theme 4: Characteristics of staff

- a) Code “*Feel well prepared*” indicates staff’ perception about their preparedness to manage alcohol and other drugs crises and concerns.

“I feel we are well prepared in effectively supporting students experiencing these situations” – Leader 46

“BCD training equipped us with the skills necessary to handle drug/alcohol crises and concerns.” – Leader 48

- b) Code “*Character of staff*” points out to personal characteristics of staff that help them in managing alcohol and other drug crises and concerns. In particular, it includes sympathy and understanding of underlying issues leading a student to the crisis.

“If a student is experiencing an alcohol or other drug crisis or concern, one should try to understand why the student turns to these alternatives. A student might be going through a depression or any kind of issues. A student leader should make the student feel comfortable and then direct them to a specialist to help them in the long run.” – Leader 30

“An understanding of the underlying issues. Be understanding, nonjudgmental.” – Leader 64

3.4. Additional Needs to Support Students Experiencing Sexual or Relationship Violence Crises and Concerns

Among 79 student-staff (“staff”) completed the survey, 54 staff (68 %) provided responses to Q59. Open-ended, qualitative thematic analysis was used to categorize staff’ additional needs into codes using staff’ in-vivo responses. These codes were summarized into the following four major themes: quality of support for students, support for staff, training, and characteristics of staff.

Table 71. Qualitative thematic analysis of Q59: What do you need to effectively support students experiencing either a sexual or relationship violence crisis or concern?

Theme	Code
1) Quality of support for students	a) “Support groups”
	b) “Community discussions”
	c) Trusting environment
2) Support for staff	a) “Knowledge of resources”
	b) “Support from supervisor”
	c) Clear protocol
3) Training	a) “HPW training”
	b) Quality training
4) Characteristics of staff	a) Role of staff
	b) Character of staff

1) Theme 1: Quality of support for students

a) Code “*Support groups*” suggests to establish support groups specifically caring for victims of sexual and relationship violence.

“Something I would recommend are more support groups or ways to seek out those groups. A lot of support for students who experience these things is often based on individualized care from

what I got from it and I think having a support group or at least pointing someone in the right direction for where to find one would help with evolving from these experiences.” – Leader 5

“Support groups and staff.” – Leader 54

b) Code “*Community discussions*” indicates the importance of raising awareness about the topic among the university community.

“We need to have more roundtable discussions as a community about sexual and relationship violence. I don’t know what my residents know/don’t know.” – Leader 20

“Better disclosure and discussion among the university community in regards to addressing things that have happened.” – Leader 74

c) Code “*Trusting environment*” refers to the culture of transparency and mutual trust: students feel safe to entrust staff with their crises/concerns and staff trust students’ words.

“We need more transparency so that the students feel that they can trust us more.” – Leader 1

“Need to believe them.” – Leader 69

2) Theme 2: Support for staff

a) Code “*Knowledge of resources*” includes references to staff knowledge of resources and ability to connect students with resources.

“Knowledge of resources and who to contact first.” – Leader 67

“I am not a professional in any of the subjects. As a result, I need contacts to put students with to provide them with adequate support.” – Leader 39

b) Code “*Support from supervisor*” includes staff comments about their needs for professional and emotional support from their supervisors.

“I need support from my boss.” – Leader 16

“Support from my supervisors and staff because dealing with these incidents can be emotionally taxing.” – Leader 7

c) Code “*Clear protocol*” suggests that staff should have a comprehensive understanding of institutional policy and practice regarding handling sexual and relationship violence crises and concerns.

“I would be helpful if there was a step by step explanation given to RAs of what happens when someone contacts Title IX.” – Leader 59

“Steps we need to take to respond to students.” – Leader 70

3) **Theme 3: Training**

- a) Code “*Quality training*” describes staff’ need for a detailed training, including multiple practical scenarios, communication, survivor support, and how to recognize the warning signs.

“Training including exposure to a multitude of scenarios and situations involving sexual and relationship violence (especially those relevant to a college campus). Working with professional counselors and staff to better understand how to best support students experiencing these crises/concerns (ex.: going through specific workshops). – Leader 29

“To be better educated about warning signs and how to handle connecting students to resources. Also to know how to have that conversation with students who you either suspect are experiencing this or tell you that they are.” – Leader 79

- b) Code “*HPW training*” expresses positive staff’ opinion about current training offered by the Office of Health Promotion and Wellness.

“HPW does a great job with this training—thank you.” – Leader 24

“I honestly think this was covered quite well through HPW training presentations.” – Leader 33

4) **Theme 4: Characteristics of staff**

- a) Code “*Role of staff*” reflects staff’ opinion that their primary role in helping students is to assist students to reach out for professional help.

“Since student staff are not a confidential resource, our role is limited in what we’re as to offer besides helping them navigate and getting them connected to on and off campus resources.” – Leader 56

“As RA’s the situation given to us is mainly to report up and allow the professionals to help the student. Which I believe is working well.” – Leader 37

- b) Code “*Character of staff*” describes personal qualities and behaviors of staff that help in guiding students through sexual and relationship violence crises and concerns.

“Resources, training, calmness, patience, be willing to listen, be empathetic, time (like actual time to talk through and support the student), a private location, etc.” – Leader 28

“Listen and be nonjudgmental. Be supportive and not point fingers or place blame.” – Leader 64

3.5. Additional Needs to Support Students Experiencing Financial or Economic Crises and Concerns

Among 79 student-staff (“staff”) completed the survey, 55 staff (70 %) provided responses to Q74. Open-ended, qualitative thematic analysis was used to categorize staff’ additional needs into codes using staff’ in-vivo responses. These codes were summarized into the following four major themes: quality of support for students, support for staff, training, and characteristics of staff.

Table 72. Qualitative thematic analysis of Q74: What do you need to effectively support students experiencing either a financial or economic crisis or concern?

Theme	Code
1) Quality of support for students	a) “Scholarships”
	b) “DePaul Central”
	c) Safe environment
2) Support for staff	a) “Knowledge of resources”
	b) Professional support
	c) Response plan
3) Training	a) Quality training
	b) “How to have an effective conversation”
4) Characteristics of staff	a) “We do not talk about it”

	b) Role of staff
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1) **Theme 1: Quality of support for students**

- a) Code “*Scholarships*” includes comments requesting the institution to invest in providing students with scholarship opportunities.

“A school that cares more about it’s students than money, more scholarships and less wasting money on upgrading things that don’t need to be upgraded.” – Leader 15

“Better awareness of scholarship opportunity and support for student workers so that my students can take on jobs.” – Leader 1

- b) Code “*DePaul Central*” emphasizes that financial services and resources of DePaul Central could be improved.

“I believe future student staff need to know that simply sending a student to DePaul central doesn’t always resolve issues.” – Leader 6

“I wish we had better resources to DePaul Central.” – Leader 58

- c) Code “*Safe environment*” refers to the settings in which students feel comfortable to ask for help and to reach out for institutional financial resources.

“People often do not talk about when they are struggling financially out of embarrassment but I have seen that a lot of people I talked to would just like to know about more resources for support. They know they are there but do not know where to find them.” – Leader 5

“We need to have that conversation on what financial and economic support looks like for our students... There were many times where I was financially unstable at DePaul, but did not feel comfortable asking for support even as a student leader. How could I possible be able to assist a resident?” – Leader 20

2) **Theme 2: Support for staff**

- a) Code “*Knowledge of resources*” includes references to staff’ needs for comprehensive knowledge and understanding of financial resources available for students on campus.

“A better understanding of what financial resources are available, not just the office that they come from.” – Leader 77

“Is there a food pantry for students struggling with food and housing insecurity? Where can a student go if they’re struggling with homelessness? What offices can students turn to for financial crisis help? Also, for students just struggling with their budgets and figuring out how to

pay for school, I cannot stress the importance of the Financial Fitness advising available here.”
– Leader 33

b) Code “*Professional support*” summarizes comments about professional help available to staff through offices supporting students who struggle with financial and economic crises and concerns.

“Working with the career center and the financial fitness center helps to equip us with the skills necessary to respond to an economic crisis or concern.” – Leader 48

“DePaul Central maybe could give us a talk about financial aid opportunities for students. And the Dean of Students.” – Leader 24

c) Code “*Response plan*” indicates a need for an action guide outlining procedures of helping students with financial difficulties.

“We didn’t have an in depth discussion about what to do if a resident comes to us with financial concerns...” – Leader 47

“Steps students can take to help resolve problems.” – Leader 70

3) Theme 3: Training

a) Code “*Quality training*” emphasizes staff’ needs for in-depth training on various financial and economic student issues and how to support a student.

“More in-depth or specific training days on the different financial/economic crises/concerns that students experience and how to support them. As of now, I feel I’ve received very little training in this particular area on how to provide resources for students experiencing theses issues.” – Leader 29

“I feel like I need more training on the options of resources involving financial aid.” – Leader 43

b) Code “*How to have an effective conversation*” refers to developing effective communication skills in advising a student in need.

“Also how to have an effective conversation with students who are experiencing this.” – Leader 79

“More information on what sort of things I can say to help students experiencing either a financial or economic crisis or concern.” – Leader 23

4) Theme 4: Characteristics of staff

a) Code “*We do not talk about it*” depicts a situation that some leadership positions are rarely get involved in handling financial and economic crises and concerns of students.

“We really don’t talk about financial and economic issues with students at all.” – Leader 65

“This really is not something we see on a regular basis.” – Leader 37

b) Code “*Role of staff*” outlines the responsibilities of staff that include providing emotional support and connecting students with institutional resources.

“You should help the student create a budget and set up an appointment for them to see financial fitness and financial aid.” – Leader 30

“Access to contacts in DePaul Central. I am not a financial advisor. I can only emotionally support a student through the crisis.” – Leader 39

3.6. Additional Needs to Support Students Experiencing Crises and Concerns

Among 79 student-staff (“staff”) completed the survey, 56 staff (71 %) provided responses to Q75. Open-ended, qualitative thematic analysis was used to categorize staff’ additional needs into codes using staff’ in-vivo responses. These codes were summarized into the following three major themes: support for staff, training, and characteristics of staff.

Table 73. Qualitative thematic analysis of Q75: What could help you when supporting students experiencing crises and concerns?

Theme	Code
1) Support for staff	a) Directory of resources
	b) Professional support
	c) “Support from supervisor”

	d) Response plan
	e) Teamwork
2) Training	a) Quality training
	b) How to have an effective conversation
3) Characteristics of staff	a) Character of staff

1) *Theme 1: Support for staff*

a) Code “*Directory of resources*” suggests to create a comprehensive list of all resources available to students on campus, including contact information and description of the services.

“I would like to have a directory with offices and their respective staff information (email, phone, etc.) to have quick and easy access when presented with students experiencing crises or concerns.” – Leader 12

“A comprehensive list of available resources at DePaul, and their primary purpose.” – Leader 66

b) Code “*Professional support*” indicates staff’ needs for mentoring by staff members, possessing professional knowledge of resolving student crises and concerns.

“A professional staff member to guide the way that I think and act as a supporting mentor in case I need to be educated on a topic or learn how to have those kind of conversations.” – Leader 60

“Better support staff for student workers.” – Leader 1

c) Code “*Support from supervisor*” includes staff’ comments about their needs for professional and emotional support from their supervisors.

“Supportive supervisors.” – Leader 13

“Just support from my supervisor.” – Leader 25

- d) Code “*Response plan*” refers to staff’ lack of knowledge about the procedures of handling a student crisis.

“Research and knowledge of how to handle things in crisis related situations.” – Leader 5

“Chicago Quarter has not addressed how to help students experiencing crises.” – Leader 23

- e) Code “*Teamwork*” indicates the necessity of collaboration between different offices to provide quality support for student crises and concerns.

“A team of informed and capable individuals.” – Leader 48

“I really just need the cooperation from any of the services that get involved as well as the student. Communication is going to be key!” – Leader 34

2) Theme 2: Training

- a) Code “*Quality training*” summarizes suggestions to offer more detailed training, specifically, scenario-based training and emotional training, as well as to facilitate staff’ input to training design.

“More specific training and tuning through scenarios to assess how we would actually react in the situation.” – Leader 28

“Letting RAs have input on the topic and offices they would like to hear from based off of past experiences in the role.” – Leader 24

- b) Code “*How to have an effective conversation*” emphasizes the need for teaching specific communication skills to approach and to lead effective conversations with students experiencing crises and concerns.

“More education and training around how to handle these conversations with students so I can remain calm and useful to them.” – Leader 79

“Knowing the proper mannerism to address situations and the type of ways to phrase your questions in order to help the student.” – Leader 31

3) Theme 3: Characteristics of staff

- a) Code “*Character of staff*” highlights staff’ personal qualities and behaviors helpful in guiding students through crises and concerns.

“Be attentive and respectful. Active listening and empathetic.” – Leader 39

“One thing that can help is patience...” – Leader 30

3.7. Other Comments Regarding Support to Students Experiencing Crises and Concerns

Among 79 student-staff (“staff”) completed the survey, 21 staff (27 %) provided responses to Q76. Open-ended, qualitative thematic analysis was used to categorize staff’ additional needs into codes using staff’ in-vivo responses. These codes were summarized into the following four major themes: university culture, support for staff, training, and characteristics of staff.

Table 74. Qualitative thematic analysis of Q76: Please provide any other thoughts about supporting students experiencing crises and concerns.

Theme	Code
1) Quality of support for students	a) “Outreach”
2) Support for staff	a) Knowledge of resources
3) Training	a) Quality training
4) Characteristics of staff	a) Role of staff
	b) Character of staff

1) *Theme 1: Quality of support for students*

a) Code “*Outreach*” indicates the importance of cultivating a student-centered professional approach that is transparent, proactive, and caring.

“There needs to be more transparency and better outreach. Students are falling through the cracks because we don’t have a strong enough team.” – Leader 1

“It is important to check in with them after the event occurs.” – Leader 2

2) **Theme 2: Resources for staff**

- a) Code “*Knowledge of resources*” includes references to staff’ comprehensive knowledge of resources and ability to connect students with resources.

“It’s important to know the resources on campus and acknowledge that you don’t know everything.” – Leader 41

“I feel like using correct language is everything, but also knowing where to direct students, such as do we send them straight to the office? To an on staff pro?” – Leader 53

3) **Theme 3: Training**

- a) Code “*Quality training*” summarizes suggestions to offer more educational opportunities for staff, including discussion of long-term problems and enhancement of communication skills.

“I feel like there can always be more training in these issues.” – Leader 43

“I think there should be more emphasis on handling long term concerns or crises in training. We usually only focus on a one-instance issue; however, the majority of my incidents have prolonged for months.” – Leader 3

4) **Theme 4: Characteristics of staff**

- a) Code “*Role of staff*” refers to staff’ opinion about their professional responsibilities towards students that include providing emotional support and connecting students with institutional resources.

“As RAs, we are not professionals by any standard. We need the resources to hand to others to get them in contact with folks who can help the most.” – Leader 39

“We tend to be our student’s first friend at DePaul, so they trust us to tell us things they otherwise wouldn’t.” – Leader 58

- b) Code “*Character of staff*” describes personal qualities and behaviors of staff needed when they assist students through crises and concerns.

“Those topics are sensitive and should be approached with kindness and admiration for even wanting to speak up about them.” – Leader 60

“You have to put yourself aside and be there for the person. I know many people who have kept their RA hat on or their own personality hat on when a student needed someone to just be there for them.” – Leader 75

Section 4. Findings Compared by Student Role

4.1. Mental Health Crises and Concerns Compared by Student Role

Table 75: Q16: In any given month, how frequently do you respond to students experiencing mental health crises?
Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARS Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Frequent [17]	Count	1	2	0	0	0	0	1	4
	% within Student Role	2.2%	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%	5.1%
Infrequent	Count	45	6	5	8	4	4	3	75
	% within Student Role	97.8%	75.0%	100.0%	100.0%	100.0%	100.0%	75.0%	94.9%
Total	Count	46	8	5	8	4	4	4	79

[Dean of Students]

% withi n Stude nt Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %
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Table 76: Q18: My job responsibilities include supporting students experiencing mental health crises.

Crosstabulation by Student Role

Respo nse		Student Role							Total
		Reside nt Advis or	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientat ion Leader	Stude nt Coac h	Multi ple	
Agree	Coun t	44	8	4	6	1	3	4	70
	% withi n Stude nt Role	95.7%	100.0 %	80.0 %	75.0%	25.0%	75.0 %	100.0 %	88.6 %
Disagr ee	Coun t	2	0	1	2	3	1	0	9

[Dean of Students]

	% withi n Stude nt Role	4.3%	0.0%	20.0 %	25.0%	75.0%	25.0 %	0.0%	11.4 %
Total	Coun t	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %

Table 77: Q19: Within my student leader role, I feel prepared to respond to students experiencing mental health crises.
Crosstabulation by Student Role

Respo nse		Student Role							Total
		Reside nt Advis or	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientat ion Leader	Stude nt Coac h	Multi ple	
Agree	Coun t	44	7	5	5	3	4	4	72

	% withi n Stude nt Role	95.7%	87.5%	100.0 %	62.5%	75.0%	100.0 %	100.0 %	91.1 %
Disagr ee	Coun t	2	1	0	3	1	0	0	7
	% withi n Stude nt Role	4.3%	12.5%	0.0%	37.5%	25.0%	0.0%	0.0%	8.9%
Total	Coun t	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %

Table 78: Q20: Within my student leader role, I feel comfortable responding to student mental health crises.

Crosstabulation by Student Role

	Student Role	
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Response		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientat ion Leader	Student Coach	Multi ple	Total
Agree	Count	42	8	4	5	4	4	4	71
	% within Student Role	91.3%	100.0 %	80.0 %	62.5%	100.0%	100.0 %	100.0 %	89.9 %
Disagree	Count	4	0	1	3	0	0	0	8
	% within Student Role	8.7%	0.0%	20.0 %	37.5%	0.0%	0.0%	0.0%	10.1 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %

Table 79: Q22: In any given month, how frequently do you respond to students experiencing mental health concerns?

Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientat ion Leader	Student Coach	Multiple	
Frequent [18]	Count	5	6	2	1	0	1	2	17
	% within Student Role	10.9%	75.0%	40.0%	12.5%	0.0%	25.0%	50.0%	21.5%
Infrequent	Count	41	2	3	7	4	3	2	62
	% within Student Role	89.1%	25.0%	60.0%	87.5%	100.0%	75.0%	50.0%	78.5%
Count		46	8	5	8	4	4	4	79

% withi n Stude nt Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %
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Table 80: Q24: My job responsibilities include supporting students experiencing mental health concerns.

Crosstabulation by Student Role

Respo nse		Student Role							Total
		Reside nt Advis or	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientat ion Leader	Stude nt Coac h	Multi ple	
Agree	Coun t	44	8	4	7	3	4	4	74
	% withi n Stude nt Role	95.7%	100.0 %	80.0 %	87.5%	75.0%	100.0 %	100.0 %	93.7 %
Disagr ee	Coun t	2	0	1	1	1	0	0	5

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% within Student Role	4.3%	0.0%	20.0%	12.5%	25.0%	0.0%	0.0%	6.3%
Count	46	8	5	8	4	4	4	79
% within Student Role	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 81: Q25: Within my student leader role, I feel prepared to respond to students experiencing mental health concerns.
Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Agree Count	43	8	5	7	4	4	4	75

	% withi n Stude nt Role	93.5%	100.0 %	100.0 %	87.5%	100.0%	100.0 %	100.0 %	94.9 %
Disagr ee	Coun t	3	0	0	1	0	0	0	4
	% withi n Stude nt Role	6.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	5.1%
Total	Coun t	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %

Table 82: Q26: Within my student leader role, I feel comfortable responding to student mental health concerns.

Crosstabulation by Student Role

	Student Role	
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Response		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientat ion Leader	Student Coach	Multiple	Total
Agree	Count	44	8	4	8	4	4	4	76
	% within Student Role	95.7%	100.0 %	80.0 %	100.0 %	100.0%	100.0 %	100.0 %	96.2 %
Disagree	Count	2	0	1	0	0	0	0	3
	% within Student Role	4.3%	0.0%	20.0 %	0.0%	0.0%	0.0%	0.0%	3.8%
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0 %	100.0 %	100.0 %

4.2. Alcohol and Other Drugs Crises and Concerns Compared by Student Role

Table 83. Q28: In any given month, how frequently do you respond to students experiencing alcohol or other drug crises?
Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARS Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multiple	
Frequent t[19]	Count	7	1	0	1	0	1	1	11
	% within Student Role	15.2 %	12.5 %	0 %	12.5 %	0 %	25 %	25 %	13.9 %
Infrequent	Count	39	7	5	7	4	3	3	68
	% within Student Role	84.8 %	87.5 %	100 %	87.5 %	100 %	75 %	75 %	86.1 %
Total	Count	46	8	5	8	4	4	4	79

[Dean of Students]

% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
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Table 84. Q30: My job responsibilities include supporting students experiencing alcohol or other drug crises.

Crosstabulation by Student Role

Respon se		Student Role							Tot al
		Reside nt Adviso r	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientati on Leader	Stude nt Coac h	Multi ple	
Agree	Count	44	7	4	6	1	3	3	68
	% withi n Stude nt Role	95.7 %	87.5 %	80.0 %	75.0 %	25.0 %	75.0 %	75.0 %	86.1 %
Disagre e	Count	2	1	1	2	3	1	1	11
	% withi n Stude nt Role	4.3 %	12.5 %	20.0 %	25.0 %	75.0 %	25.0 %	25.0 %	13.9 %

[Dean of Students]

Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 85. Q31: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug crises. Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Stu dent Coac h	Multi ple	
Agree	Count	45	5	4	5	2	3	3	67
	% within Student Role	97.8 %	62.5 %	80.0 %	62.5 %	50.0 %	75.0 %	75.0 %	84.8 %
	Count	1	3	1	3	2	1	1	12

[Dean of Students]

Disagree	% within Student Role	2.2 %	37.5 %	20.0 %	37.5 %	50.0 %	25.0 %	25.0 %	15.2 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 86. Q32: Within my student leader role, I feel comfortable responding to student alcohol or other drug crises.

Crosstabulation by Student Role

Respon se		Student Role							Tot al
		Reside nt Adviso r	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientati on Leader	Stude nt Coac h	Multi ple	
Agree	Count	44	6	4	5	2	3	3	67
	% withi n Stude nt Role	95.7 %	75.0 %	80.0 %	62.5 %	50.0 %	75.0 %	75.0 %	84.8 %

Disagree	Count	2	2	1	3	2	1	1	12
	% within Student Role	4.3 %	25.0 %	20.0 %	37.5 %	50.0 %	25.0 %	25.0 %	15.2 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 87. Q38: In any given month, how frequently do you respond to students experiencing alcohol or other drug concerns?
Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multiple	
Count	7	4	0	3	0	1	1	16

[Dean of Students]

Frequent [20]	% withi n Stude nt Role	15.2 %	50.0 %	0 %	37.5 %	0 %	25.0 %	25.0 %	20.3 %
Infrequent	Count	39	4	5	5	4	3	3	63
	% withi n Stude nt Role	84.8 %	50.0 %	100 %	62.5 %	100 %	75.0 %	75.0 %	79.7 %
Total	Count	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 88. Q40: My job responsibilities include supporting students experiencing alcohol or other drug concerns.

Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	

Agree	Count	45	8	4	6	3	2	3	71
	% within Student Role	97.8 %	100 %	80.0 %	75.0 %	75.0 %	50.0 %	75.0 %	89.9 %
Disagree	Count	1	0	1	2	1	2	1	8
	% within Student Role	2.2 %	0 %	20.0 %	25.0 %	25.0 %	50.0 %	25.0 %	10.1 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 89. Q41: Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug concerns. Crosstabulation by Student Role

Response	Student Role							Total
	Resident	HEAT Team	STARS Peer	Chicago Quarter	Orientation Leader	Student	Multiple	

		Adviso r	Memb er	Ment or	Ment or		Coac h		
Agree	Count	44	7	5	5	4	2	4	71
	% withi n Stude nt Role	95.7 %	87.5 %	100 %	62.5 %	100 %	50.0 %	100 %	89.9 %
Disagre e	Count	2	1	0	3	0	2	0	8
	% withi n Stude nt Role	4.3 %	12.5 %	0 %	37.5 %	0 %	50.0 %	0 %	10.1 %
Total	Count	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 90. Q42: Within my student leader role, I feel comfortable responding to student alcohol or other drug concerns.
Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multiple	
Agree	Count	40	7	4	5	4	2	4	66
	% within Student Role	87 %	87.5 %	80.0 %	62.5 %	100 %	50.0 %	100 %	83.5 %
Disagree	Count	6	1	1	3	0	2	0	13
	% within Student Role	13 %	12.5 %	20.0 %	37.5 %	0 %	50.0 %	0 %	16.5 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

4.3. Sexual and Relationship Violence Crises and Concerns Compared by Student Role

Table 91. Q46: In any given month, how frequently do you respond to students experiencing sexual and relationship violence crises? Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Frequent t[21]	Count	1	2	0	0	0	0	0	3
	% within Student Role	2.2 %	25.0 %	0 %	0 %	0 %	0 %	0 %	3.8 %
Infrequent	Count	45	6	5	8	4	4	4	76
	% within Student Role	97.8 %	75.0 %	100 %	100 %	100 %	100 %	100 %	96.2 %
Total	Count	46	8	5	8	4	4	4	79

% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
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Table 92. Q48: My job responsibilities include supporting students experiencing sexual and relationship violence crises.

Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Agree	Count	44	7	4	6	3	3	4	71
	% within Student Role	95.7 %	87.5 %	80.0 %	75.0 %	75.0 %	75.0 %	100 %	89.9 %
Disagree	Count	2	1	1	2	1	1	0	8
	% within Student Role	4.3 %	12.5 %	20.0 %	25.0 %	25.0 %	25.0 %	0 %	10.1 %

Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 93: Q49: Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence crises. Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	
Agree	Count	35	8	5	4	4	3	4	63
	% within Student Role	76.1 %	100 %	100 %	50.0 %	100 %	75.0 %	100 %	79.7 %
	Count	11	0	0	4	0	1	0	16

[Dean of Students]

Disagree	% within Student Role	23.9 %	0 %	0 %	50.0 %	0 %	25.0 %	0 %	20.3 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 94: Q50: Within my student leader role, I feel comfortable responding to student sexual and relationship violence crises. Crosstabulation by Student Role

Respon se		Student Role							Tot al
		Reside nt Adviso r	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientati on Leader	Stude nt Coac h	Multi ple	
Agree	Count	32	7	5	3	3	3	4	57
	% withi n Stude nt Role	69.6 %	87.5 %	100 %	37.5 %	75.0 %	75.0 %	100 %	72.2 %

Disagree	Count	14	1	0	5	1	1	0	22
	% within Student Role	30.4 %	12.5 %	0 %	62.5 %	25.9 %	25.0 %	0 %	27.8 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 95: Q53: In any given month, how frequently do you respond to students experiencing sexual and relationship violence concerns? Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STARS Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Count	0	2	0	0	0	0	1	3

[Dean of Students]

Frequent [22]	% withi n Stude nt Role	0 %	25.0 %	0 %	0 %	0 %	0 %	25.0 %	3.8 %
Infrequent	Count	46	6	5	8	4	4	3	76
	% withi n Stude nt Role	100 %	75.0 %	100 %	100 %	100 %	100 %	75.0 %	96.2 %
Total	Count	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 96: Q55: My job responsibilities include supporting students experiencing sexual and relationship violence concerns.

Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	

Agree	Count	42	8	4	6	3	3	4	70
	% within Student Role	91.3 %	100 %	80.0 %	75.0 %	75.0 %	75.0 %	100 %	88.6 %
Disagree	Count	4	0	1	2	1	1	0	9
	% within Student Role	8.7 %	0 %	20.0 %	25.0 %	25.0 %	25.0 %	0 %	11.4 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 97: Q56: within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence concerns. Crosstabulation by Student Role

Response	Student Role							Total
	Resident	HEAT Team	STARS Peer	Chicago Quarter	Orientati on Leader	Student	Multiple	

		Adviso r	Memb er	Ment or	Ment or		Coac h		
Agree	Count	38	8	5	6	4	2	4	67
	% withi n Stude nt Role	82.6 %	100 %	100 %	75.0 %	100 %	50.0 %	100 %	84.8 %
Disagre e	Count	8	0	0	2	0	2	0	12
	% withi n Stude nt Role	17.4 %	0 %	0 %	25.0 %	0 %	50.0 %	0 %	15.2 %
Total	Count	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 98: Q57: within my student leader role, I feel comfortable responding to student sexual and relationship violence concerns. Crosstabulation by Student Role

	Student Role	
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Response		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	Total
Agree	Count	35	8	5	6	3	2	4	63
	% within Student Role	76.1 %	100 %	100 %	75.0 %	75.0 %	50.0 %	100 %	79.7 %
Disagree	Count	11	0	0	2	1	2	0	16
	% within Student Role	23.9 %	0 %	0 %	25.0 %	25.0 %	50.0 %	0 %	20.3 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

4.4. Financial and Economic Crises and Concerns Compared by Student Role

Crosstabulation by Student Role

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Table 100: Q63: My job responsibilities include supporting students experiencing financial and economic crises.

Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STAR Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	
Agree	Count	33	3	4	5	2	3	4	54
	% withi n Stude nt Role	71.7 %	37.5 %	80.0 %	62.5 %	50.0 %	75.0 %	100 %	68.4 %
Disagree	Count	13	5	1	3	2	1	0	25
	% withi n Stude nt Role	28.3 %	62.5 %	20.0 %	37.5 %	50.0 %	25.0 %	0 %	31.6 %

Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 101: Q64: Within my student leader role, I feel prepared to respond to students experiencing financial and economic crises. Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientati on Leader	Student Coach	Multi ple	
Agree	Count	30	4	4	4	2	2	3	49
	% within Student Role	65.2 %	50.0 %	80.0 %	50.0 %	50.0 %	50.0 %	75.0 %	62.0 %
	Count	16	4	1	4	2	2	1	30

[Dean of Students]

Disagree	% within Student Role	34.8 %	50.0 %	20.0 %	50.0 %	50.0 %	50.0 %	25.0 %	38.0 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 102: Q65: Within my student leader role, I feel comfortable responding to student financial and economic crises.

Crosstabulation by Student Role

Respon se		Student Role							Tot al
		Reside nt Adviso r	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientati on Leader	Stude nt Coac h	Multi ple	
Agree	Count	28	4	4	3	1	2	3	45
	% withi n Stude nt Role	60.9 %	50.0 %	80.0 %	37.5 %	25.0 %	50.0 %	75.0 %	57.0 %

[Dean of Students]

Disagree	Count	18	4	1	5	3	2	1	34
	% within Student Role	39.1 %	50.0 %	20.0 %	62.5 %	75.0 %	50.0 %	25.0 %	43.0 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 103: Q68: In any given month, how frequently do you respond to students experiencing financial and economic concerns? Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Count	3	3	0	2	0	1	2	11

Frequent t[24]	% withi n Stude nt Role	6.5 %	37.5 %	0 %	25.0 %	0 %	25.0 %	50.0 %	13.9 %
Infrequ ent	Count	43	5	5	6	4	3	2	68
	% withi n Stude nt Role	93.5 %	62.5 %	100 %	75.0 %	100 %	75.0 %	50.0 %	86.1 %
Total	Count	46	8	5	8	4	4	4	79
	% withi n Stude nt Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 104: Q70: My job responsibilities include supporting students experiencing financial and economic concerns.

Crosstabulation by Student Role

Respon se	Student Role							Tot al
	Reside nt Adviso r	HEAT Team Memb er	STA RS Peer Ment or	Chica go Quart er Ment or	Orientati on Leader	Stude nt Coac h	Multi ple	

Agree	Count	35	4	4	6	2	3	3	57
	% within Student Role	76.1 %	50.0 %	80.0 %	75.0 %	50.0 %	75.0 %	75.0 %	72.2 %
Disagree	Count	11	4	1	2	2	1	1	22
	% within Student Role	23.9 %	50.0 %	20.0 %	25.0 %	50.0 %	25.0 %	25.0 %	27.8 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 105: Q71: within my student leader role, I feel prepared to respond to students experiencing financial and economic concerns. Crosstabulation by Student Role

Response	Student Role							Total
	Resident Advisor	HEAT Team Member	STARS Peer	Chicago Quarter	Orientati on Leader	Student Coach	Multiple	

		Mentor							
Agree	Count	32	4	5	6	2	2	3	54
	% within Student Role	69.6 %	50.0 %	100 %	75.0 %	50.0 %	50.0 %	75.0 %	68.4 %
Disagree	Count	14	4	0	2	2	2	1	25
	% within Student Role	30.4 %	50.0 %	0 %	25.0 %	50.0 %	50.0 %	25.0 %	31.6 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Table 106: Q72: Within my student leader role, I feel comfortable responding to student financial and economic concerns.
Crosstabulation by Student Role

Response		Student Role							Total
		Resident Advisor	HEAT Team Member	STARs Peer Mentor	Chicago Quarter Mentor	Orientation Leader	Student Coach	Multiple	
Agree	Count	31	4	5	6	2	2	3	53
	% within Student Role	67.4 %	50.0 %	100 %	75.0 %	50.0 %	50.0 %	75.0 %	67.1 %
Disagree	Count	15	4	0	2	2	2	1	26
	% within Student Role	32.6 %	50.0 %	0 %	25.0 %	50.0 %	50.0 %	25.0 %	32.9 %
Total	Count	46	8	5	8	4	4	4	79
	% within Student Role	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Section 5. Student Leader Positions Description

5.1. Resident Advisor

The Resident Advisor (RA) is a part-time student staff member (paraprofessional). The RA works in a specific building/complex and has specific responsibility for working with students on his/her floor or building. She/he is the primary facilitator for the development of community on the floor/area. RAs accomplish this through peer education, assessing needs, programming, crisis response, and establishing a relationship with students in their residential community. This position also requires that the individual be dependable, efficiently manage time and resources, communicate effectively, complete administrative tasks, exhibit creativity, and demonstrate an interest and willingness to assist others.

5.2. HEAT Team Member

The Health Education Action Team (HEAT) is a team of peer health educators that provide peer-to-peer health and wellness education for students. HEAT can also help connect students to health and wellness resources on campus and in the community.

5.3. STARS Peer Mentor

First-year students of color and First Year Academic Success students interested in the holistic support services that the Office of Multicultural Student Success (OMSS) provides can participate in this exciting program. Every first year student of color and First Year Academic Success program participant is assigned a mentor. Students choose to become active in this program after meeting their mentor. STARS peer mentors assist with new-student transition into the DePaul

community during their first year. Student mentees in the STARS program are offered various services that support their academic, cultural, transitional and leadership development. These students also have the opportunity to give back to the community later in their academic careers by serving as peer mentors to future DePaul students.

5.4. Chicago Quarter Mentor

Chicago Quarter Mentors (CQMs) are an essential part of the Chicago Quarter Program and serve as a resource to new students through their transition to DePaul University. More specifically, Chicago Quarter Mentors work with professional staff to deliver the Common Hour component of the Chicago Quarter course. Chicago Quarter Mentors work collaboratively with faculty and professional staff members to plan, deliver, and facilitate the broader curriculum of the assigned course. Chicago Quarter Mentors also connect with new students as a peer resource, both inside and outside of the classroom.

5.5. Orientation Leader

To help implement DePaul's orientation programs, the Office of New Student and Family Engagement selects 30 dynamic and mature undergraduate students to serve as Orientation Staff (OLs) each year. Orientation Staff play a critical role in implementing orientation during the summer as well as throughout the 2019-20 school year, and are a valuable resource to incoming students and their family members during the transition to college life at DePaul. Orientation for first-year students (Premiere DePaul) and orientation for transfer students (Transition DePaul) occur on various dates throughout the summer, spanning the following dates: June 26-September 9, 2019. Transition DePaul orientations also take place during the school year before the start of

each quarter. Upon successful completion of summer employment, Orientation Staff will have the option to remain on the orientation team and work Transition DePaul programs throughout the year.

5.6. Student Success Coach

Student Success Coaching is a peer coaching program that assigns an upperclassman or graduate level coach to each first-year student to support them in their transition to and journey through DePaul. Student Success Coaches meet with their assigned students one-on-one, and together they reflect on the first year student's strengths, challenges and vision for the future, while creating an action plan to meet their idea of success.

Section 6. Student Leadership Survey

Start of Block: Introduction

Q1 The Division of Student Affairs is conducting a student needs assessment regarding the training needs for our student staff when supporting students experiencing crises or concerns. Your honest feedback is important to our ongoing review and development of effective training that prepares our student staff for their roles. Individual responses will be kept confidential and will not be shared with your supervisor. This survey should take approximately 10-15 minutes for you to complete.

If you have any questions or concerns about this survey, please contact Ellen Fingado, Dean of Students, at eherion@depaul.edu

Q2 Please provide your Student ID number. This will only be used to collect demographic information.

Q3 Which of the following student leadership positions have you held between June 2018 through March 1, 2019? (please select all that apply)

- ☐ Resident Advisor (1)
- ☐ HEAT team member (2)
- ☐ STARS Peer Mentor (3)
- ☐ Chicago Quarter Mentor (4)
- ☐ Orientation Leader (5)
- ☐ Student Coach (6)

Q4 The following questions are interested in your experience responding to students in crisis and responding to student concerns. For the purposes of this survey: A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent.

These definitions will be provided to you at the top of each page for your reference when completing this survey.

When completing this survey, please consider the totality of your experiences if you held multiple student leadership positions. Your responses should include your experiences from ***June 2018 through March 1, 2019***

End of Block: Introduction

Start of Block: Mental health crises

Q15 This section asks about your experience responding to students with **mental health crises**. Please use these definitions and examples when responding to these questions:

A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of mental health crises include but are not limited to, suicidality, self-harm, and expressing harm towards others.*

A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of mental health concerns include but are not limited to, stress, anxiety, and depression.*

Q16 In any given month, how frequently do you respond to students experiencing mental health crises?

- ☐ None (1)
- ☐ Once per month (2)
- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q17 For the following questions, please indicate how much you agree with the following statements.

Q18 My job responsibilities include supporting students experiencing mental health crises

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q19 Within my student leader role, I feel prepared to respond to students experiencing mental health crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q20 Within my student leader role, I feel comfortable responding to student mental health crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)

- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q33 To which office or staff member would you refer a student experiencing a mental health crisis? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

End of Block: Mental health crises

Start of Block: Mental health concerns

Q21 This section asks about your experience responding to students with **mental health concerns**. Please use these definitions and examples when responding to these questions:

A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of mental health concerns include but are not limited to, stress, anxiety, and depression.* A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of mental health crises include but are not limited to, suicidality, self-harm, and expressing harm towards others.*

Q22 In any given month, how frequently do you respond to students experiencing mental health concerns?

- ☐ None (1)
- ☐ Once per month (2)
- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q23 For the following questions, please indicate how much you agree with the following statements.

Q24 My job responsibilities include supporting students experiencing mental health concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q25 Within my student leader role, I feel prepared to respond to students experiencing mental health concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q26 Within my student leader role, I feel comfortable responding to student mental health concerns.

- ☐ Strongly agree (1)

- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q34 To which office or staff member would you refer a student experiencing mental health concerns? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

Q35 What do you need to effectively support students experiencing either a mental health crisis or concern?

End of Block: Mental health concerns

Start of Block: Alcohol and other drug crises

Q27 This section asks about your experience responding to students with **alcohol and other drug crises**. Please use these definitions and examples when responding to these questions: A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of alcohol or other drug crises include but are not limited to, alcohol overdose/transport, drug overdose and a student visibly/demonstrably incapacitated.* A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of alcohol or other drug concerns include but are not limited to, disclosure of alcohol or other drug use, use of alcohol or other drugs impacting academics or activities.*

Q28 In any given month, how frequently do you respond to students experiencing alcohol or other drug crises?

- ☐ None (1)
- ☐ Once per month (2)
- ☐ Twice per month (3)

- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q29 For the following questions, please indicate how much you agree with the following statements.

Q30 My job responsibilities include supporting students experiencing alcohol or other drug crises

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q31 Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)

- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q32 Within my student leader role, I feel comfortable responding to student alcohol or drug crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q36 To which office or staff member would you refer a student experiencing alcohol or other drug crises? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)

- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

End of Block: Alcohol and other drug crises

Start of Block: Alcohol and other drug concerns

Q37 This section asks about your experience responding to students with **alcohol and other drug concerns**. Please use these definitions and examples when responding to these questions: A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of alcohol or other drug concerns include but are not limited to, disclosure of alcohol or other drug use, use of alcohol or other drugs impacting academics or activities.* A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of alcohol or other drug crises include but are not limited to, alcohol overdose/transport, drug overdose and a student visibly/demonstrably incapacitated.*

Q38 In any given month, how frequently do you respond to students experiencing alcohol or other drug concerns?

- ☐ None (1)
- ☐ Once per month (2)

- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q39 For the following questions, please indicate how much you agree with the following statements.

Q40 My job responsibilities include supporting students experiencing alcohol or other drug concerns

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q41 Within my student leader role, I feel prepared to respond to students experiencing alcohol or other drug concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q42 Within my student leader role, I feel comfortable responding to student alcohol or drug concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q43 To which office or staff member would you refer a student experiencing alcohol or other drug concerns? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)

- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

Q44 What do you need to effectively support students experiencing either an alcohol or other drug crisis or concern?

End of Block: Alcohol and other drug concerns

Start of Block: Sexual and Relationship Violence Crises

Q45 This section asks about your experience responding to students with **sexual and relationship violence crises**. Please use these definitions and examples when responding to

these questions:

A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of sexual and relationship violence crises include incidents occurring in real time that require an emergency response department such as EMS and/or Public Safety.*

A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of sexual and relationship violence concerns include but are not limited to, disclosure of a prior incident, expressing concern for a friend who may be impacted by sexual and relationship violence.*

Q46 In any given month, how frequently do you respond to students experiencing sexual and relationship violence crises?

- ☐ None (1)
- ☐ Once per month (2)
- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q47 For the following questions, please indicate how much you agree with the following statements.

Q48 My job responsibilities include supporting students experiencing sexual and relationship violence crises

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q49 Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q50 Within my student leader role, I feel comfortable responding to student sexual and relationship violence crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)

- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q51 To which office or staff member would you refer a student experiencing sexual and relationship violence crises? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

End of Block: Sexual and Relationship Violence Crises

Start of Block: Sexual and Relationship Violence Concerns

Q52 This section asks about your experience responding to students with **sexual and relationship violence concerns**. Please use these definitions and examples when responding to these questions:

A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of sexual and relationship violence concerns include but are not limited to, include but are not limited to, disclosure of a prior incident, expressing concern for a friend who may be impacted by sexual and relationship violence.*

A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of sexual and relationship violence crises include incidents occurring in real time that require an emergency response department such as EMS and/or Public Safety.*

Q53 In any given month, how frequently do you respond to students experiencing sexual and relationship violence concerns?

- ☐ None (1)
- ☐ Once per month (2)
- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q54 For the following questions, please indicate how much you agree with the following statements.

Q55 My job responsibilities include supporting students experiencing sexual and relationship violence concerns

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q56 Within my student leader role, I feel prepared to respond to students experiencing sexual and relationship violence concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q57 Within my student leader role, I feel comfortable responding to student sexual and relationship violence concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q58 To which office or staff member would you refer a student experiencing sexual and relationship violence concerns? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)

☐ Other (9) _____

Q59 What do you need to effectively support students experiencing either a sexual and relationship violence crisis or concern?

End of Block: Sexual and Relationship Violence Concerns

Start of Block: Financial & Economic Distress Crises

Q60 This section asks about your experience responding to students with **financial and economic crises**. Please use these definitions and examples when responding to these questions: A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of financial/economic crises include but are not limited to, homelessness and not knowing when they will eat next.* A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of financial/economic concerns include but are not limited to, difficulty paying tuition, and difficulty paying bills/medical expenses.*

Q61 In any given month, how frequently do you respond to students experiencing financial and economic crises?

- ☐ None (1)
- ☐ Once per month (2)

- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q62 For the following questions, please indicate how much you agree with the following statements.

Q63 My job responsibilities include supporting students experiencing financial and economic crises

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q64 Within my student leader role, I feel prepared to respond to students experiencing financial and economic crises.

- ☐ Strongly agree (1)

- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q65 Within my student leader role, I feel comfortable responding to student financial and economic crises.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q66 To which office or staff member would you refer a student experiencing financial and economic crises? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)
- ☐ Dean of Students Office (3)

- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

End of Block: Financial & Economic Distress Crises

Start of Block: Financial and Economic Concerns

Q67 This section asks about your experience responding to students with **financial and economic concerns**. Please use these definitions and examples when responding to these questions: A **concern** is defined as an incident or situation that impedes a student's ability to be personally and/or academically successful. An individual may be in need of resources and support but the situation is not imminent. *Examples of financial/economic concerns include but are not limited to, difficulty paying tuition, and difficulty paying bills/medical expenses.*

A **crisis** is defined as a situation that poses a safety risk to a student and/or community. Crises can be life threatening issues. A response to a crisis is needed immediately. *Examples of financial/economic crises include but are not limited to, homelessness and not knowing when they will eat next.*

Q68 In any given month, how frequently do you respond to students experiencing financial and economic concerns?

- ☐ None (1)
- ☐ Once per month (2)

- ☐ Twice per month (3)
- ☐ Three times a month (4)
- ☐ Four times a month (5)
- ☐ Five or more times a month (6)

Q69 For the following questions, please indicate how much you agree with the following statements.

Q70 My job responsibilities include supporting students experiencing financial and economic concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q71 Within my student leader role, I feel prepared to respond to students experiencing financial and economic concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q72 Within my student leader role, I feel comfortable responding to student financial and economic concerns.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Q73 To which office or staff member would you refer a student experiencing financial and economic concerns? (select all that apply)

- ☐ Academic Advisor (1)
- ☐ Center for Students with Disabilities (2)

- ☐ Dean of Students Office (3)
- ☐ Office of Health Promotion and Wellness (4)
- ☐ Public Safety (5)
- ☐ Residential Education (6)
- ☐ Title IX Staff (7)
- ☐ University Counseling Services (8)
- ☐ Other (9) _____

Q74 What do you need to effectively support students experiencing either a financial and economic crisis or concern?

End of Block: Financial and Economic Concerns

Start of Block: Final Question Block

Display This Question:

If If Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q65 For each of the student leadership roles you held, how well did each of your training experiences prepare you to support students in **crisis**?

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = Resident Advisor

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q66 Resident Adviser Training

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = HEAT team member

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q67 HEAT Team Member Training

- ☐ Extremely well (1)
- ☐ Very well (2)

- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = STARS Peer Mentor

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q68 STARS Peer Mentor Training

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = Chicago Quarter Mentor

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q69 Chicago Quarter Mentor Training

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = Orientation Leader

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q70 Orientation Leader Training

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Display This Question:

If Which of the following student leadership positions have you held between June 2018 through March... = Student Coach

And Which of the following student leadership positions have you held between June 2018 through March... q://QID3/SelectedChoicesCount Is Greater Than or Equal to 2

Q71 Student Coach Training

- ☐ Extremely well (1)
- ☐ Very well (2)
- ☐ Moderately well (3)
- ☐ Slightly well (4)
- ☐ Not well at all (5)

Q75 What could help you when supporting students experiencing crises and concerns?

Q76 Please provide any other thoughts about supporting students experiencing crises and concerns?

-
- [1] Six students did not provide a valid ID number, and these results are calculated with N = 73
- [2] Six students did not provide a valid ID number, and these results are calculated with N = 73
- [3] Four students held multiple student leader positions; therefore, the number of student roles is greater than the number of students by 4.
- [4] One student skipped question 22, and these results are calculated with N = 78
- [5] One student skipped question 24, and these results are calculated with N = 78
- [6] One student skipped question 25, and these results are calculated with N = 78
- [7] Category Frequent contains responses indicating three or more times a month
- [8] One student skipped question 38, and these results are calculated with N = 78
- [9] One student skipped question 42, and these results are calculated with N = 78
- [10] Category Frequent contains responses indicating three or more times a month
- [11] Category Frequent contains responses indicating three or more times a month
- [12] One student skipped question 65, and these results are calculated with N = 78
- [13] Percent is calculated based on the total number of students N = 79
- [14] One student skipped question 68, and these results are calculated with N = 78
- [15] Percent is calculated based on the total number of students N = 79
- [16] Category Frequent contains responses indicating three or more times a month
- [17] Category Frequent contains responses indicating three or more times a month
- [18] Category Frequent contains responses indicating three or more times a month
- [19] Category Frequent contains responses indicating three or more times a month
- [20] Category Frequent contains responses indicating three or more times a month
- [21] Category Frequent contains responses indicating three or more times a month
- [22] Category Frequent contains responses indicating three or more times a month
- [23] Category Frequent contains responses indicating three or more times a month
- [24] Category Frequent contains responses indicating three or more times a month

Assessment Report Check-List

(to be reviewed between the Assessment Facilitator and their Director. Delete before submitting the final report)

Did you remember to...

- € Complete Part I (Follow up from last year's assessment report)?
 - Describe all actions taken as a result of last year's report
 - Describe the results of each action taken

- € Complete Section I (Abstract)?
 - Ensure your abstract is no more than 150 words?
 - Include all six components (motivation/problem, type of assessment, methods/procedure/approach, most important results/findings, conclusion/implications, and next steps)

- € Complete Section II (Assessment Question)?
 - Use no more than 2 sentences for your assessment question?

- € Complete Section III (Introduction & Context)?
 - Discuss the relevance of the assessment project to your department, the division and the university?
 - Provide properly cited research or scholarship to support your project?

- € Complete Section IV (Data Collection & Methodology)?
 - Describe how and from whom you collected data?
 - Describe how you analyzed the data you collected?
 - Share numeric information in number format (or numbers with percentages listed in parentheses)?
 - Describe how participant consent was obtained and how their information was kept secure?
 - Include all rubrics, questionnaires, etc. in the appendix?

- € Complete Section V (Data & Results)?
 - Include the number of people who participated and who were invited to participate?
 - Include aggregated findings for both quantitative and qualitative data?
 - Report quantitative findings in numeric format?
 - Include all graphs, charts, tables, etc. in the appendix?

- € Complete Section VI (Discussion & Interpretation of Results)?
 - Use bullet format to identify and discuss key interpretations of the results and their significance?
 - Address any challenges or limitations that may have impacted your results?

- € Complete Section VII (Recommendations and Plans for Action)?
 - Offer specific recommendations your department could implement based on your findings?

- Outline a detailed timeline by which your department will implement your recommendations?
 - Describe how your department will share the results of the assessment with key stakeholders?
-
- € Delete all instructional text to help you write the report (in italics)?
 - € Insert your department name into the header?
 - € Save the appendix as a separate document from the main report?