



NASPA
Mental Health & Counseling Study

Fall 2021, UNC – Chapel Hill

UNDERGRADUATE SUMMARY

These slides highlight UNC Chapel Hill undergraduate survey data that can inform practice to support students' needs as they relate to health, well-being and student success.

The survey included **CCAPS-62**** with the following scales related to psychological symptoms or distress in college students.

Depression

Eating Concerns

Generalized Anxiety

Family Distress

Social Anxiety

Anger/Frustration

Academic Distress

Substance Use

Distress Index

(comprised of select indicators from other scales)

** CCAPS is widely used in college counseling centers. Current norms are based on 448,904 students seeking counseling services at colleges and universities across the United States. The size and diversity of the reference group supports reliability and validity, and facilitates accurate evaluation of clients in clinical settings.

Also included were measures of key **PROTECTIVE FACTORS** that can impact student success.

Sleep & Exercise

Belonging & Engagement

Resiliency

Self-Efficacy

Self-Regulation

Campus Climate for Mental Health

Attitudes Toward Help-Seeking

Knowledge of Health & Wellbeing Resources

Undergraduate (UG) Respondents

37% 1st Year/22% Sophomore/23% Junior/18% Senior

25% BIPOC

7% Genderqueer, Non-Binary, or Transgender

65% Heterosexual/Straight

8% Registered with Accessibility Resources and Service

7% International

59% Housed on campus

16% Transfer

1% Military

12% First-Generation

n = 610

Demographic Notes

1. The percentage of respondents who identified as HETEROSEXUAL or STRAIGHT is smaller than expected based on local and national data suggesting ~16-18% of students enrolled in higher education identify as LGBTQ. The discrepancy could be attributed to a more robust response rate from students who identify as LGBTQ. However, it is also reasonable to question whether the disproportionately larger % of 1st year respondents, might also be a factor as recent trends suggest gender identity and sexual orientation are increasingly defined and/or experienced as fluid.
2. The percentage of respondents who identified as FIRST-GENERATION may be slightly less than expected. In Fall 2021, 19% of new first-year undergraduates were identified as first-generation.
3. The number of respondents who identified as MILITARY affiliated was notably small. The same held true for some groups within categories (Race/Ethnicity and Gender Identity). Non-parametric statistics were used to account for small group sizes. In comparing means and percentages it is reasonable to recognize the potential influence of one or two individual scores. However, these numbers reflect the voices of students who are most likely to experience marginalization. While it is appropriate to consider whether the data is representative, it is never appropriate to dismiss what we can learn from it.

Means provide a quick and easy way to summarize data. As such, we often begin by looking at mean scores.

The response range for all CCAPS Scales is 0 (Not at all Like Me) to 4 (Extremely Like Me)

CCAPS SCALE	MEAN
Distress	1.69
Depression	1.64
Generalized Anxiety	1.75
Social Anxiety	2.20
Academic Distress	1.76
Substance Use	.64

However, means can mask important insights. When means relate to critical issues like mental health, we need to take a closer look.

For example, in recognizing the diversity of identities and experiences within our student population, we need to explore GROUP DIFFERENCES.

Blue cells indicate statistically significant group differences

CCAPS SCALES	Race/ Ethnicity	Gender Identity	Sexual Orientation	Transfer	Registered ARS	Int'l	First Gen	Military
Distress		Blue	Blue		Blue			
Depression		Blue	Blue		Blue		Blue	
Generalized Anxiety		Blue	Blue		Blue	Blue		
Social Anxiety	Blue	Blue	Blue					
Substance Use	Blue				Blue			

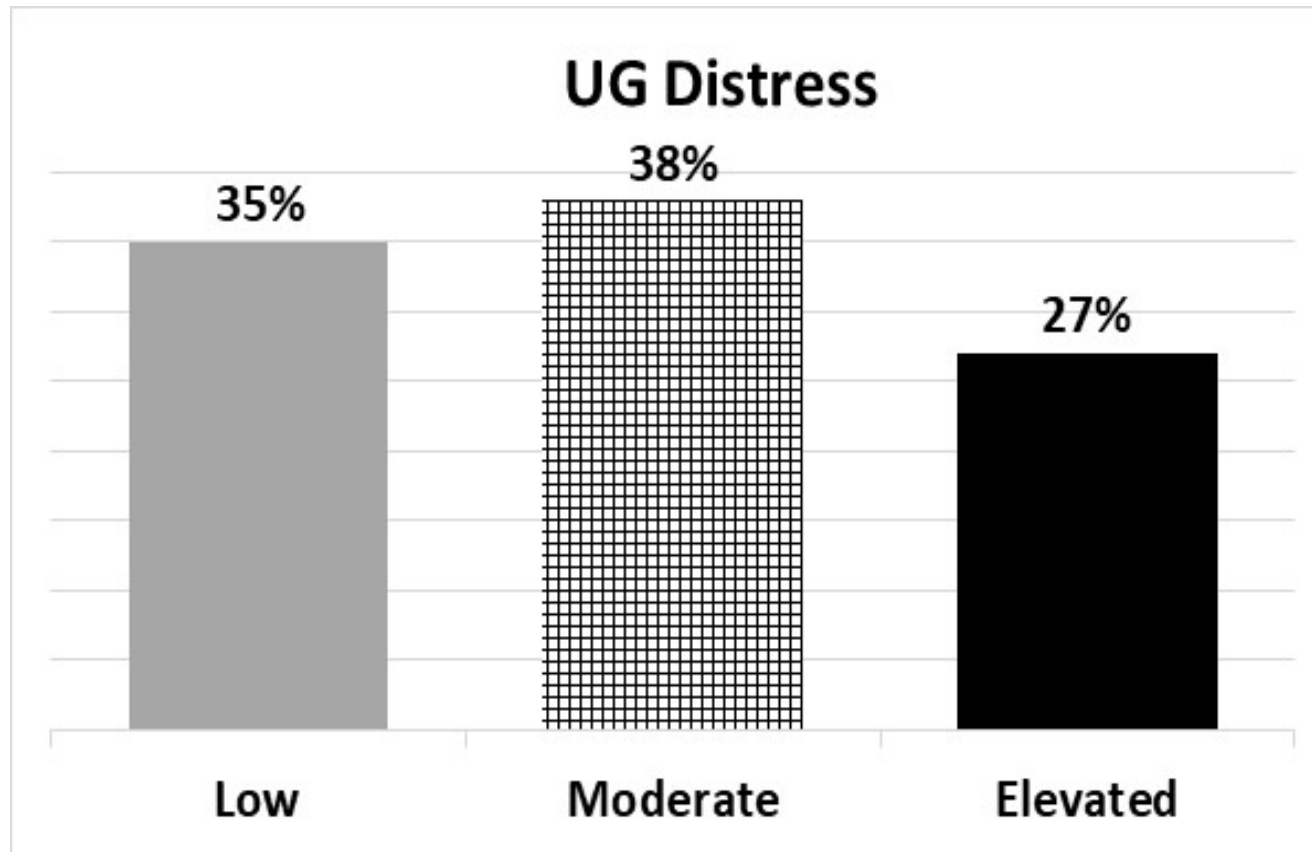
While this chart provides a broad overview of group differences , there are many ways we can proceed to better understand students' perceptions and experiences.

Distress

With Distress, more scores fell on the lower end of the response scale. If we divide the grouped means for DISTRESS into lower 4 columns (.5 to 2.0) and upper 4 columns (2.5 to 4.0), we get a 66% (Lower) and 34% (Upper) split.

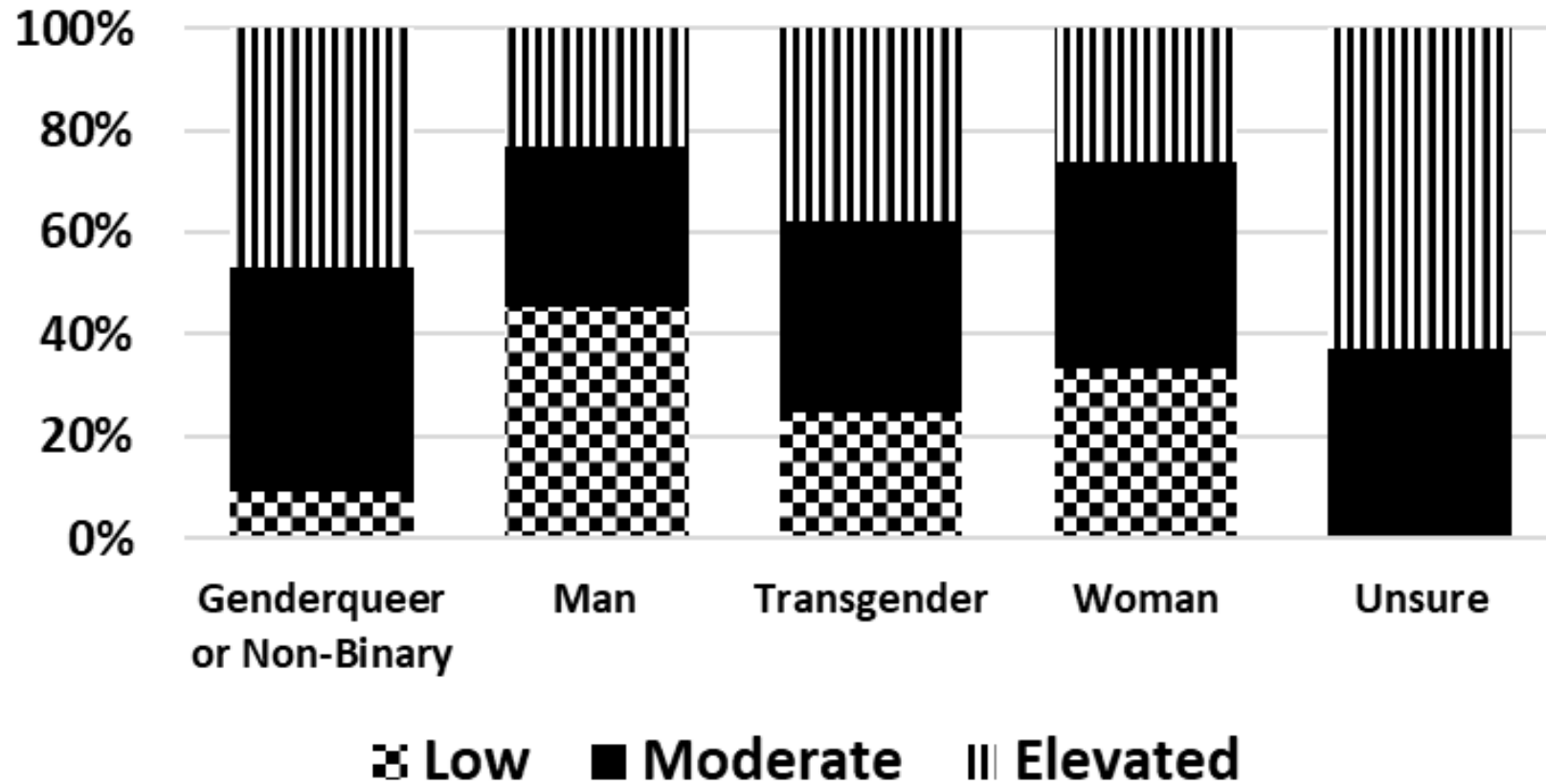


LOW, MODERATE, and ELEVATED cutpoints for CCAPS scales are established by the Center for Collegiate Mental Health. Applying these criteria further quantifies our UG students' levels of distress.



Stacked bar charts using established cutpoints provide further insight into group differences.

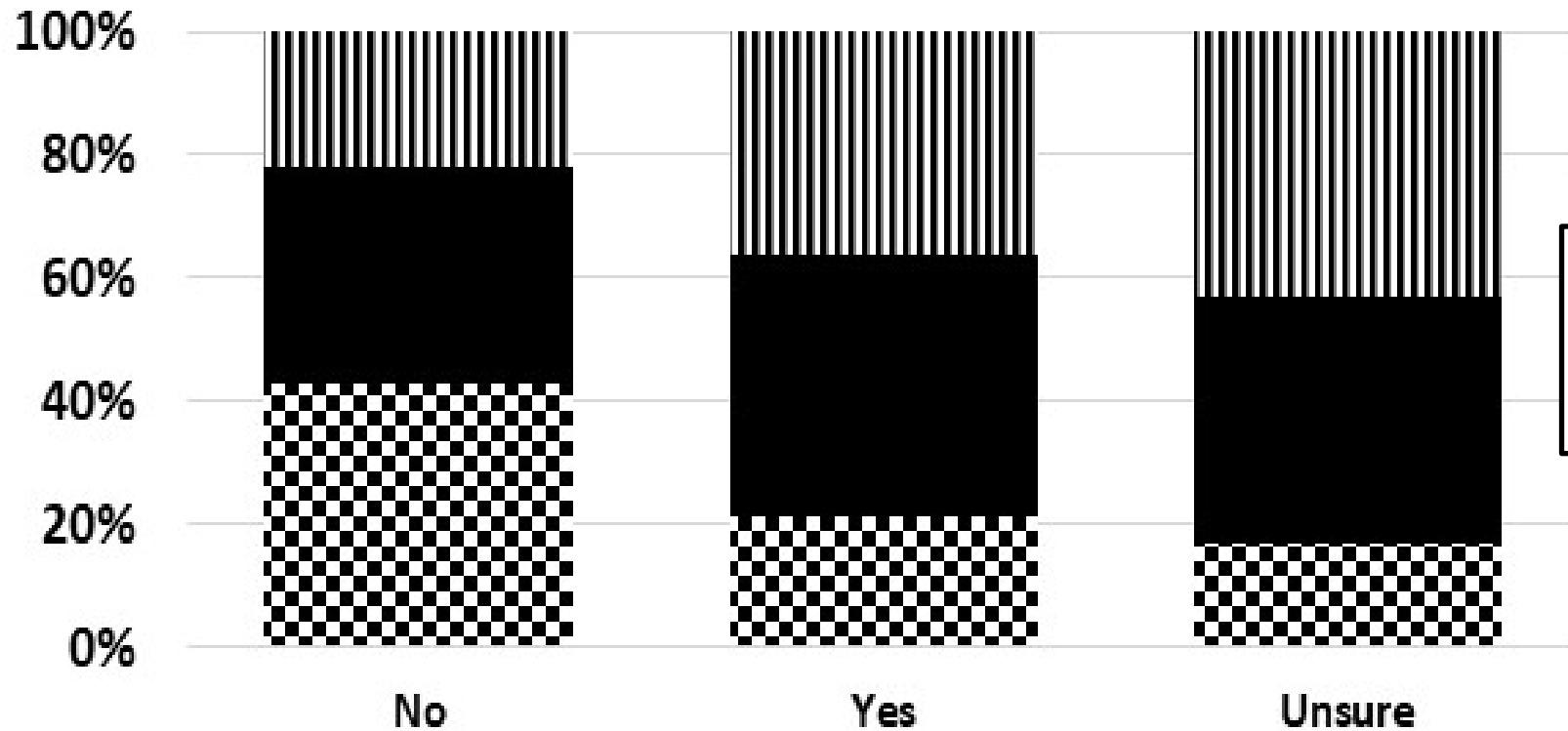
UG DISTRESS GENDER IDENTITY



Significant Group Differences

- Genderqueer/NB - Man
- Man - Unsure

UG DISTRESS LGBTQ

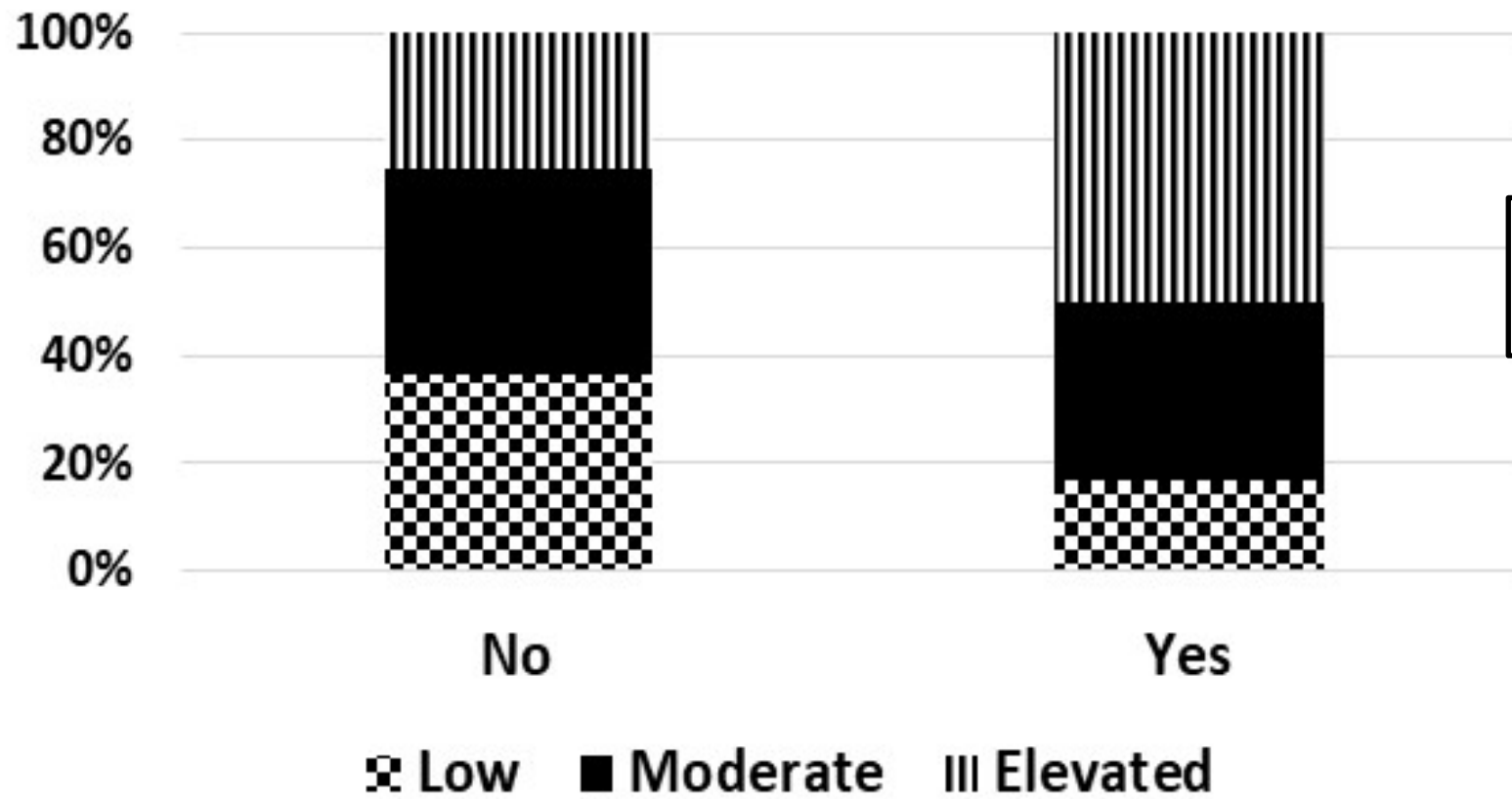


Significant Group Differences

- No-Yes
- No-Unsure

☒ Low ■ Moderate ||| Elevated

UG DISTRESS REGISTERED W/ ARS

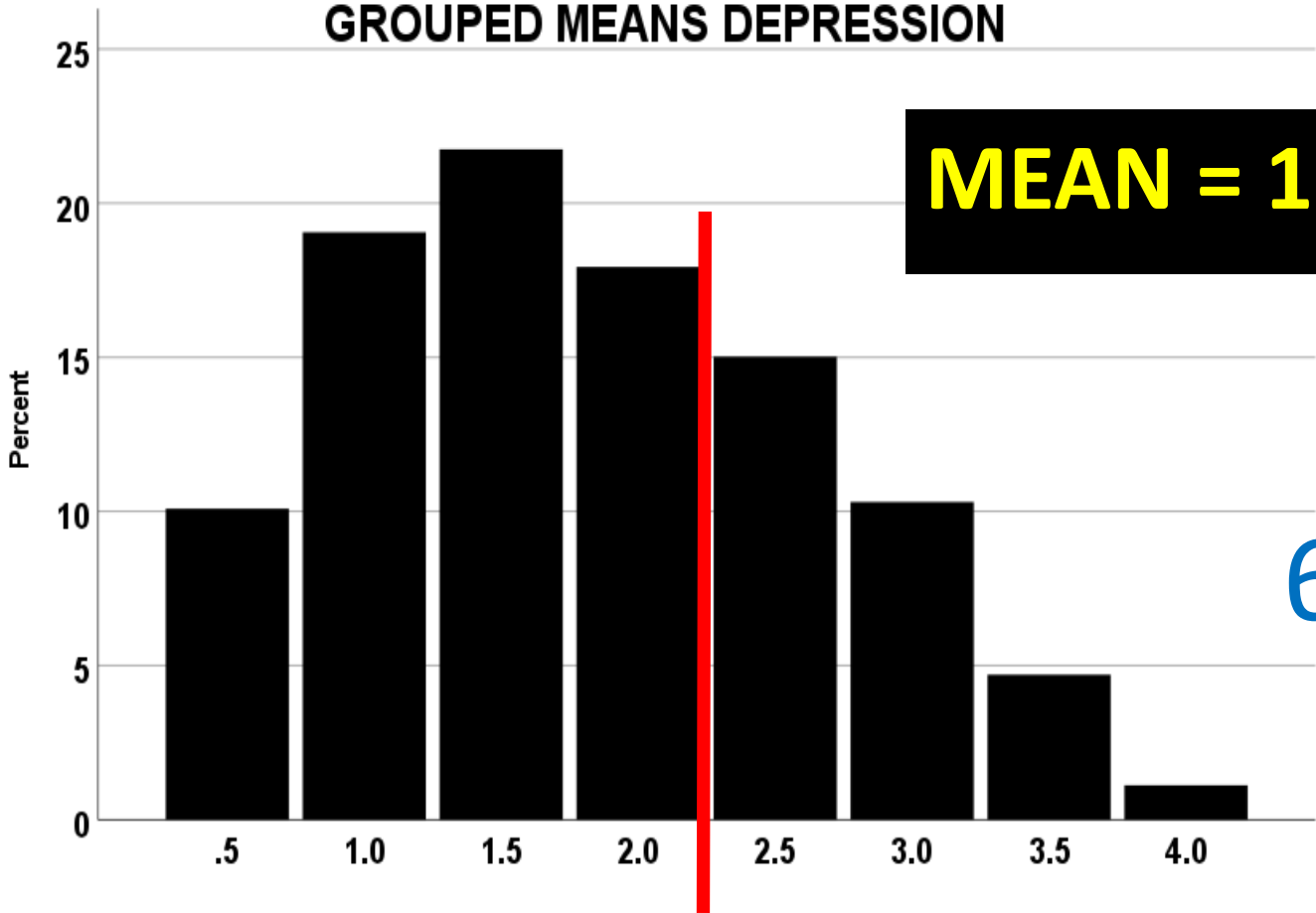


Significant Group Differences

- No-Yes

Depression

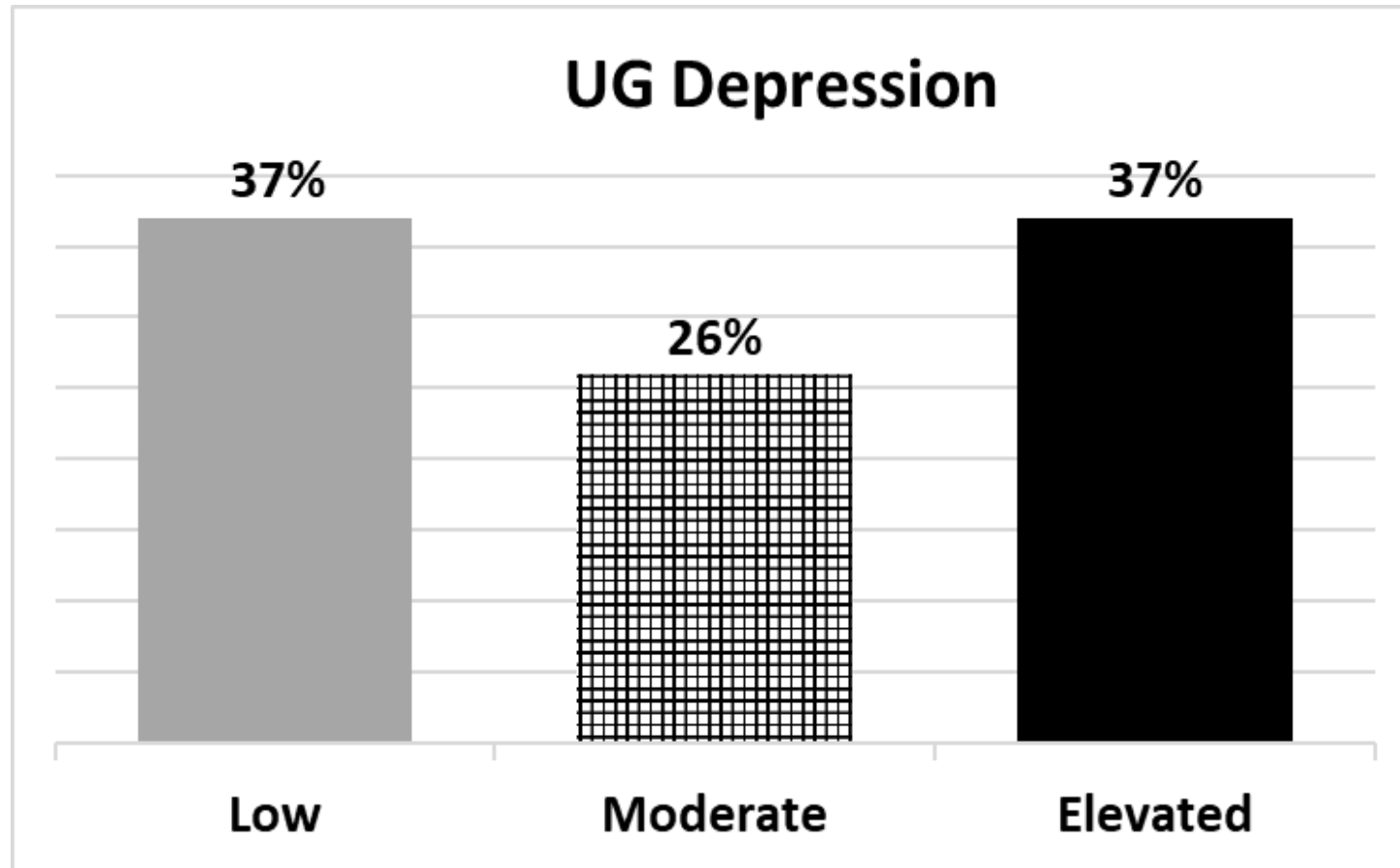
GROUPED MEANS DEPRESSION



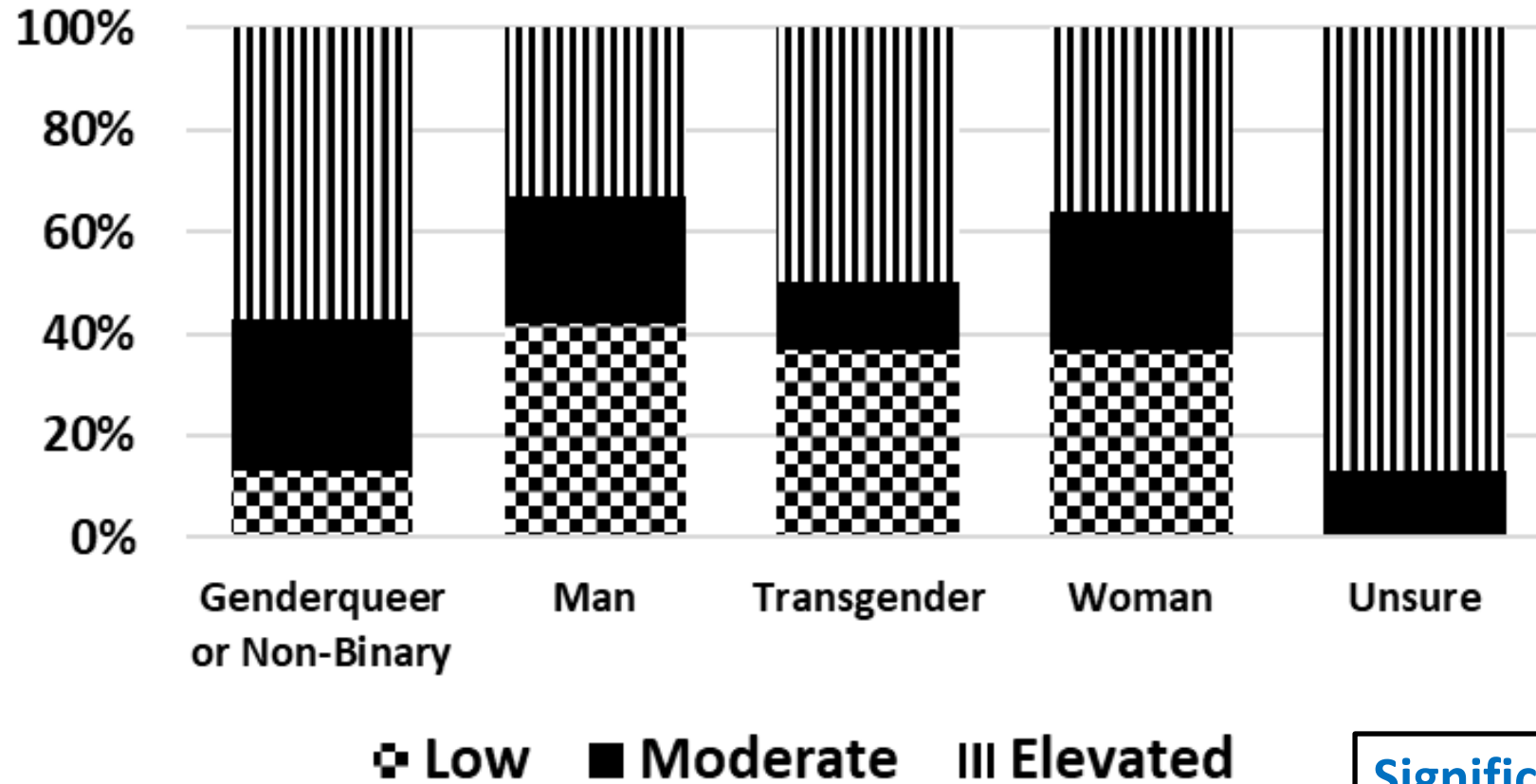
MEAN = 1.64

69 | 31 Split

Applying cutpoints, 37% of our UG respondents appear to be at LOW risk for clinical depression, while 37% appear to be at ELEVATED risk.

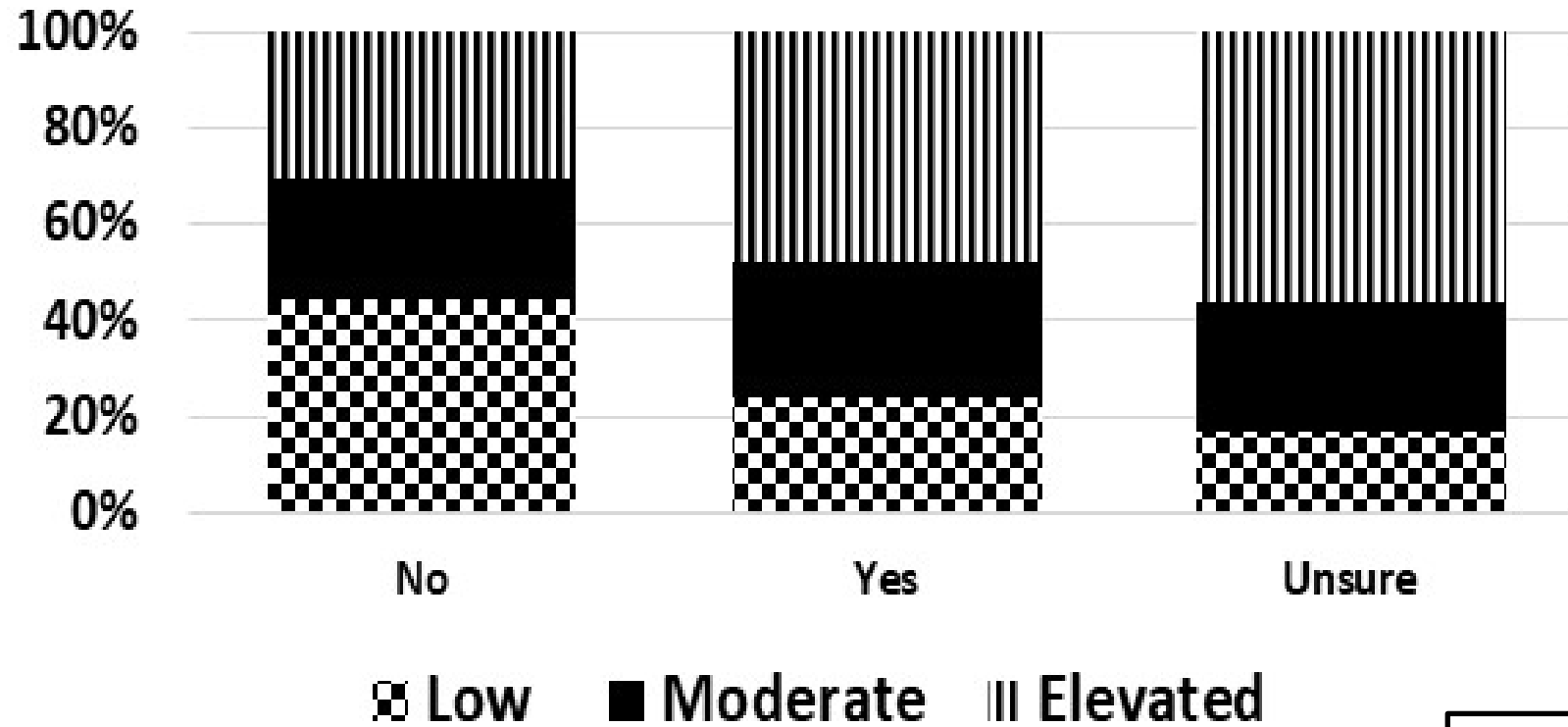


UG DEPRESSION RISK GENDER IDENTITY



- Significant Group Differences
- Genderqueer/NB-Man
 - Man-Unsure

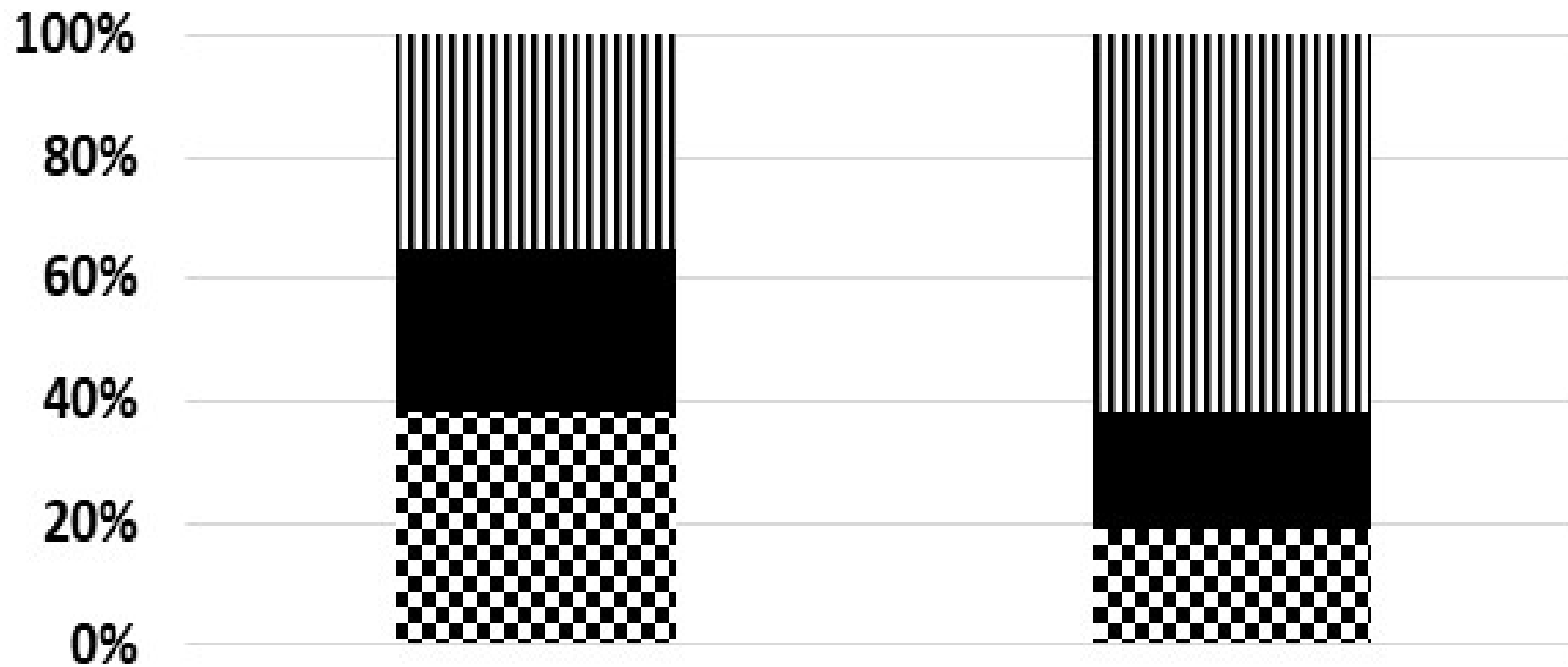
UG DEPRESSION RISK LGBQ



Significant Group Differences

- No – Yes
- No – Unsure

UG DEPRESSION RISK REGISTERED W/ ARS



No

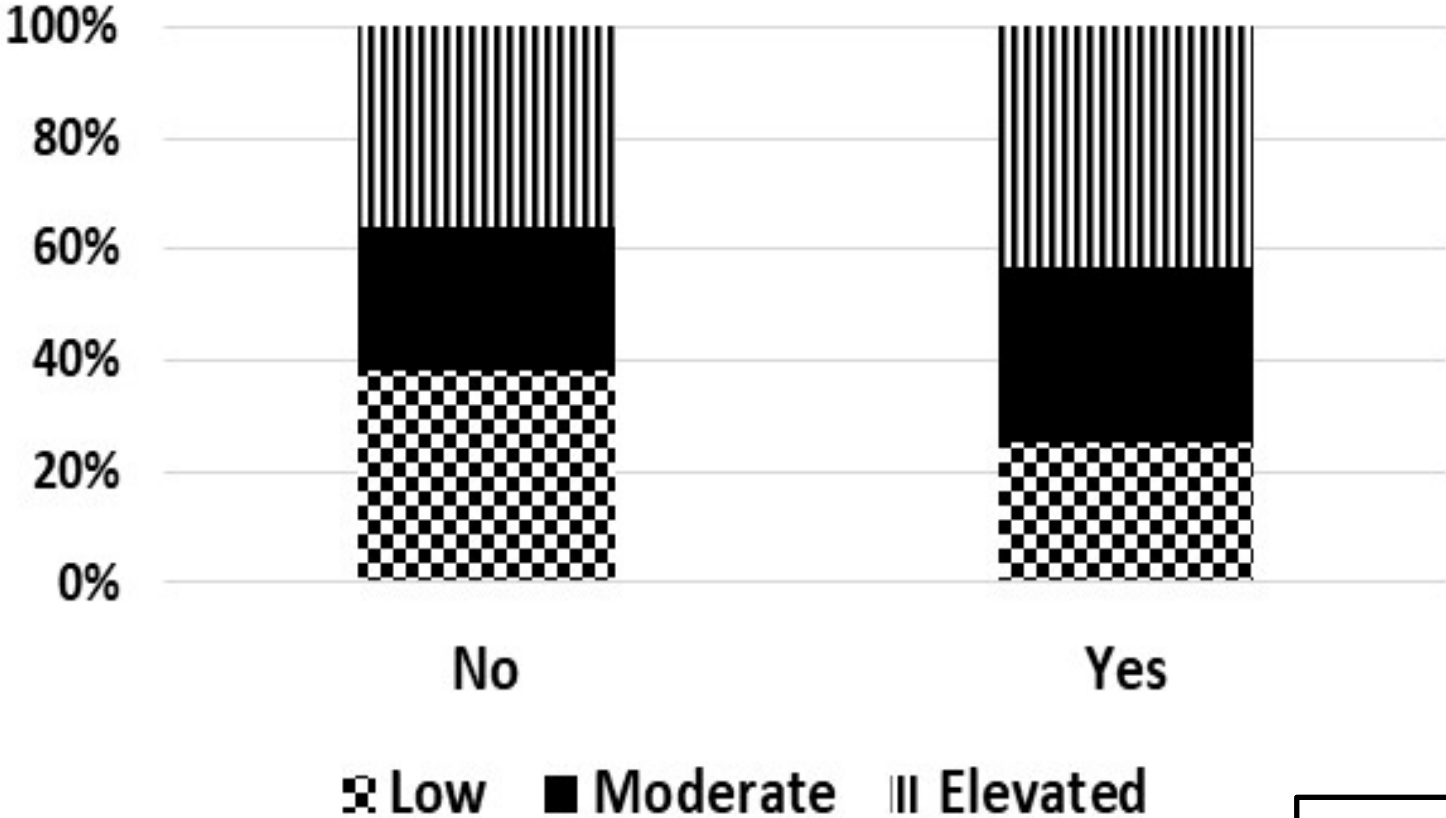
Yes

☒ Low ■ Moderate ▨ Elevated

Significant Group Differences

- No – Yes

UG DEPRESSION RISK FIRST GENERATION

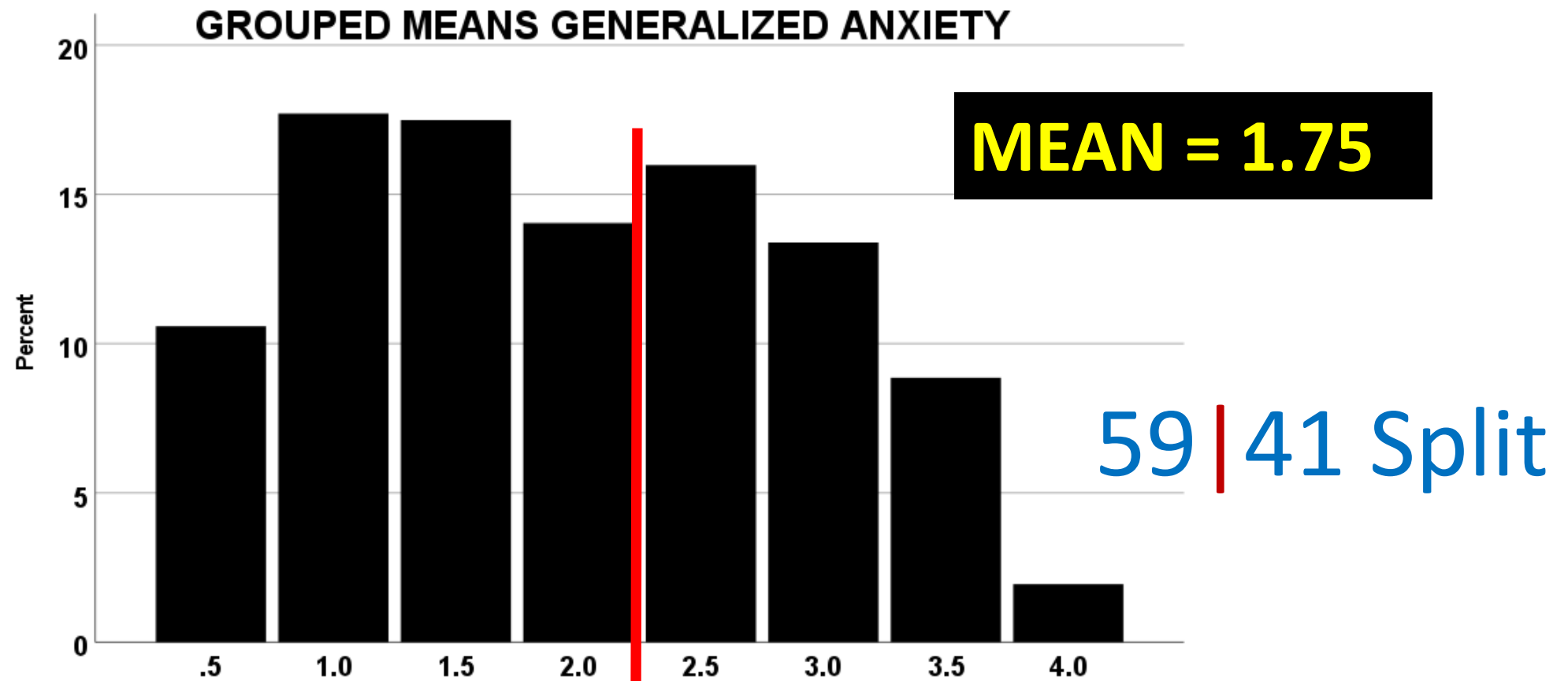


Significant Group Differences

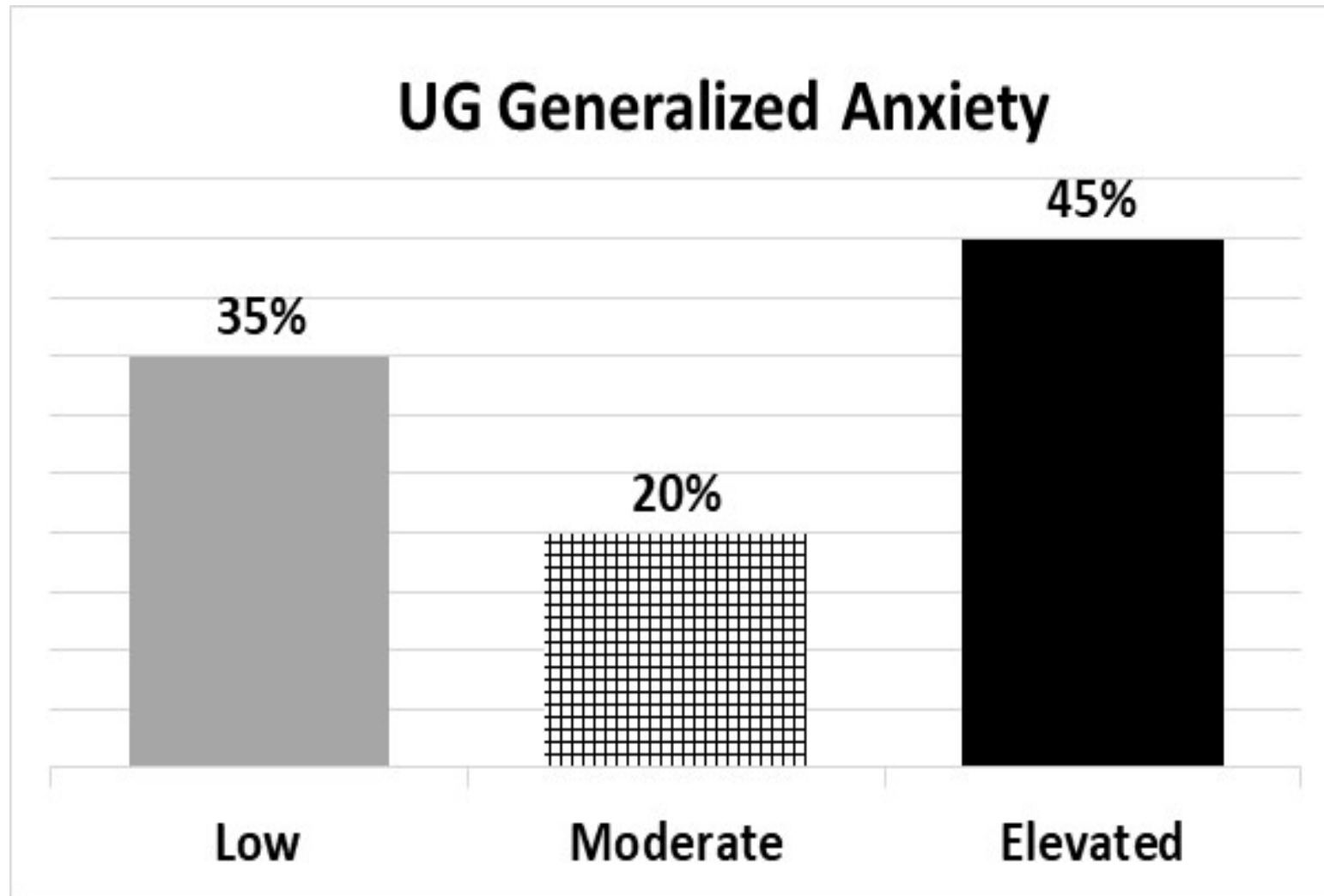
- No – Yes

Generalized Anxiety

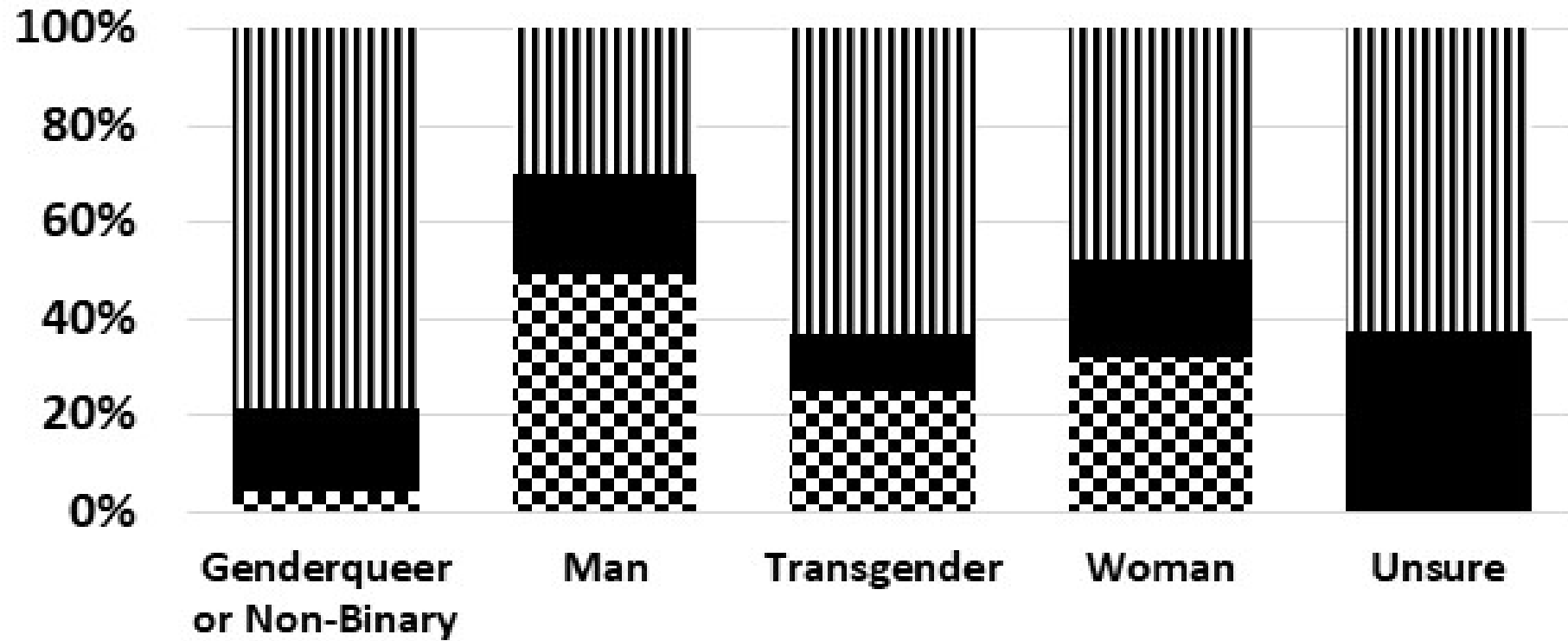
With Generalized Anxiety the mean score split difference is less pronounced indicating larger percentages of students experiencing higher levels of anxiety.



This is confirmed in the distribution of mean scores for GENERALIZED ANXIETY across clinical cutpoints.



UG GENERALIZED ANXIETY RISK GENDER IDENTITY

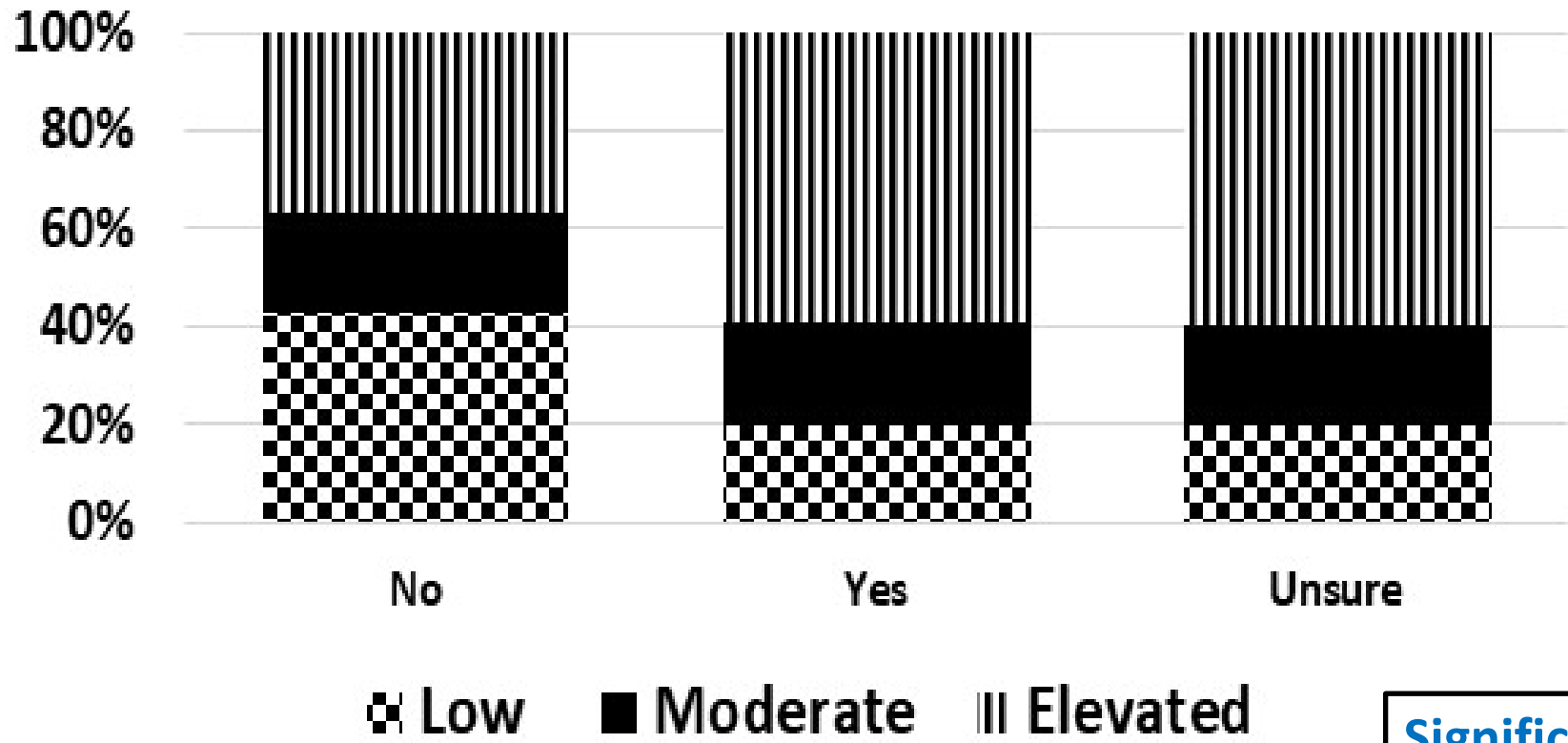


☒ Low ■ Moderate || Elevated

Significant Group Differences

- Man – Woman
- Man – Genderqueer/NB
- Man – Unsure
- Genderqueer/NB – Woman

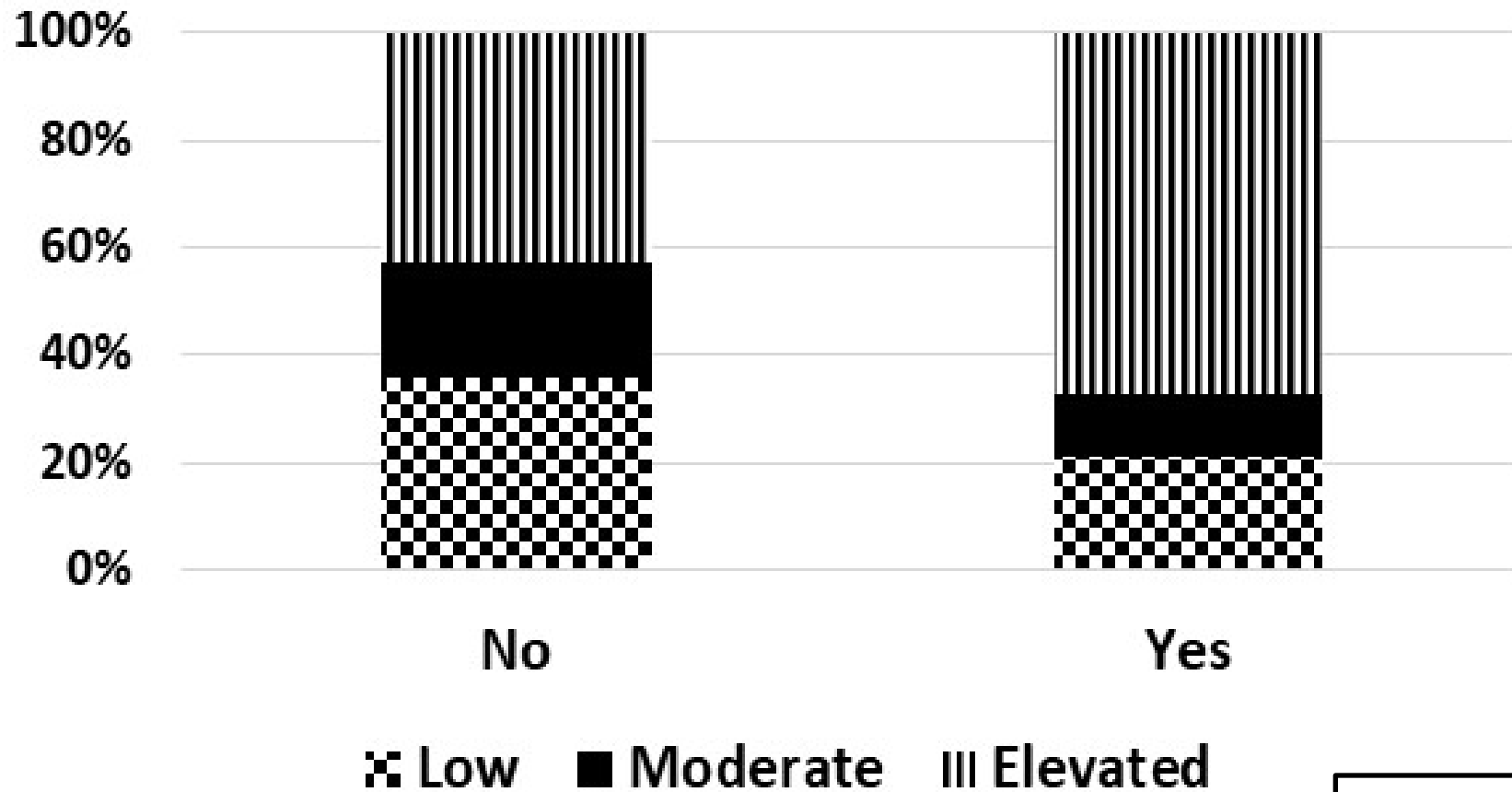
UG GENERALIZED ANXIETY RISK LGBTQ



Significant Group Differences

- No – Yes
- No - Unsure

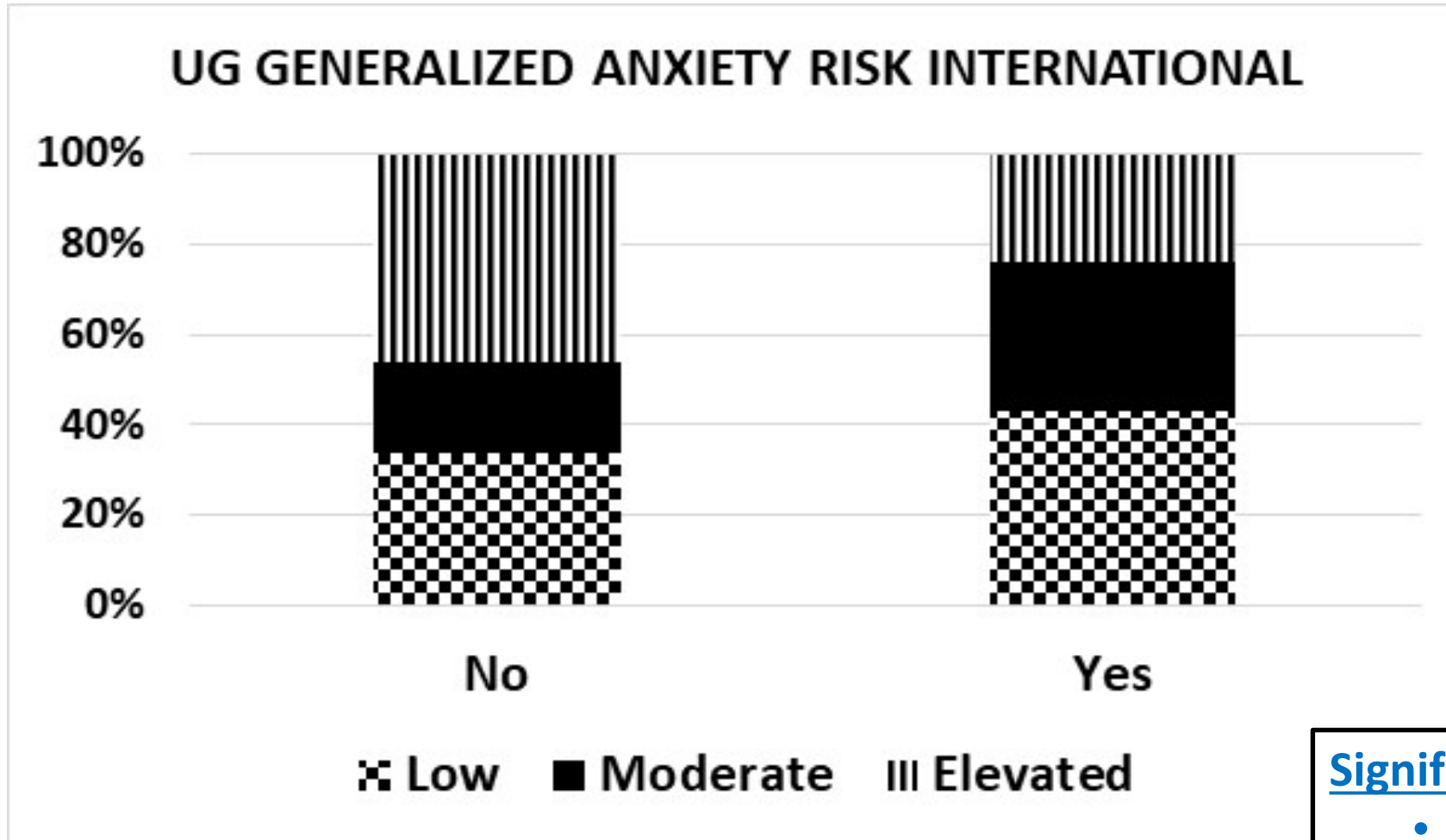
UG GENERALIZED ANXIETY RISK REGISTERED W/ ARS



Significant Group Differences

- No – Yes

Note that the pattern reverses here with the group more likely to experience marginalization (International Students), reporting lower mean scores for Generalized Anxiety.

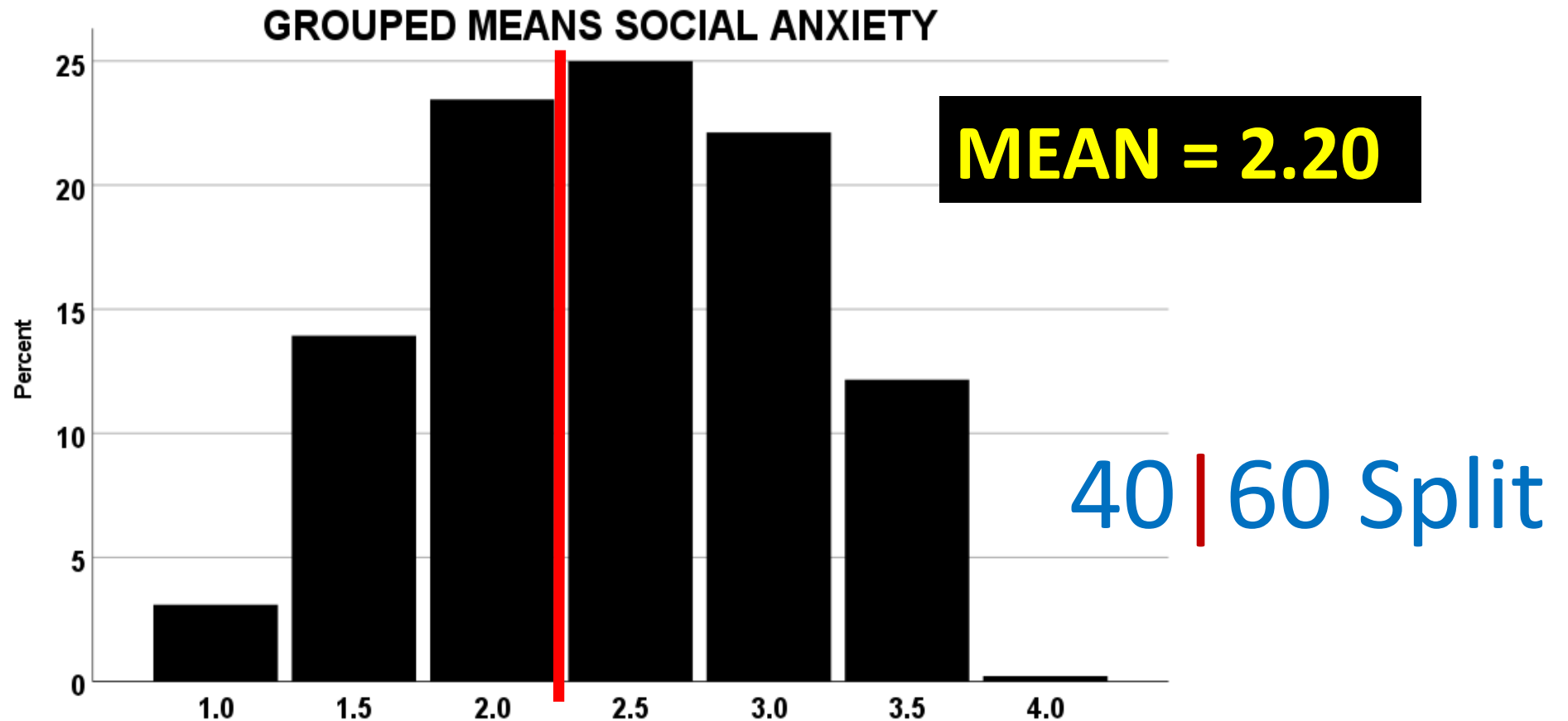


Significant Group Differences

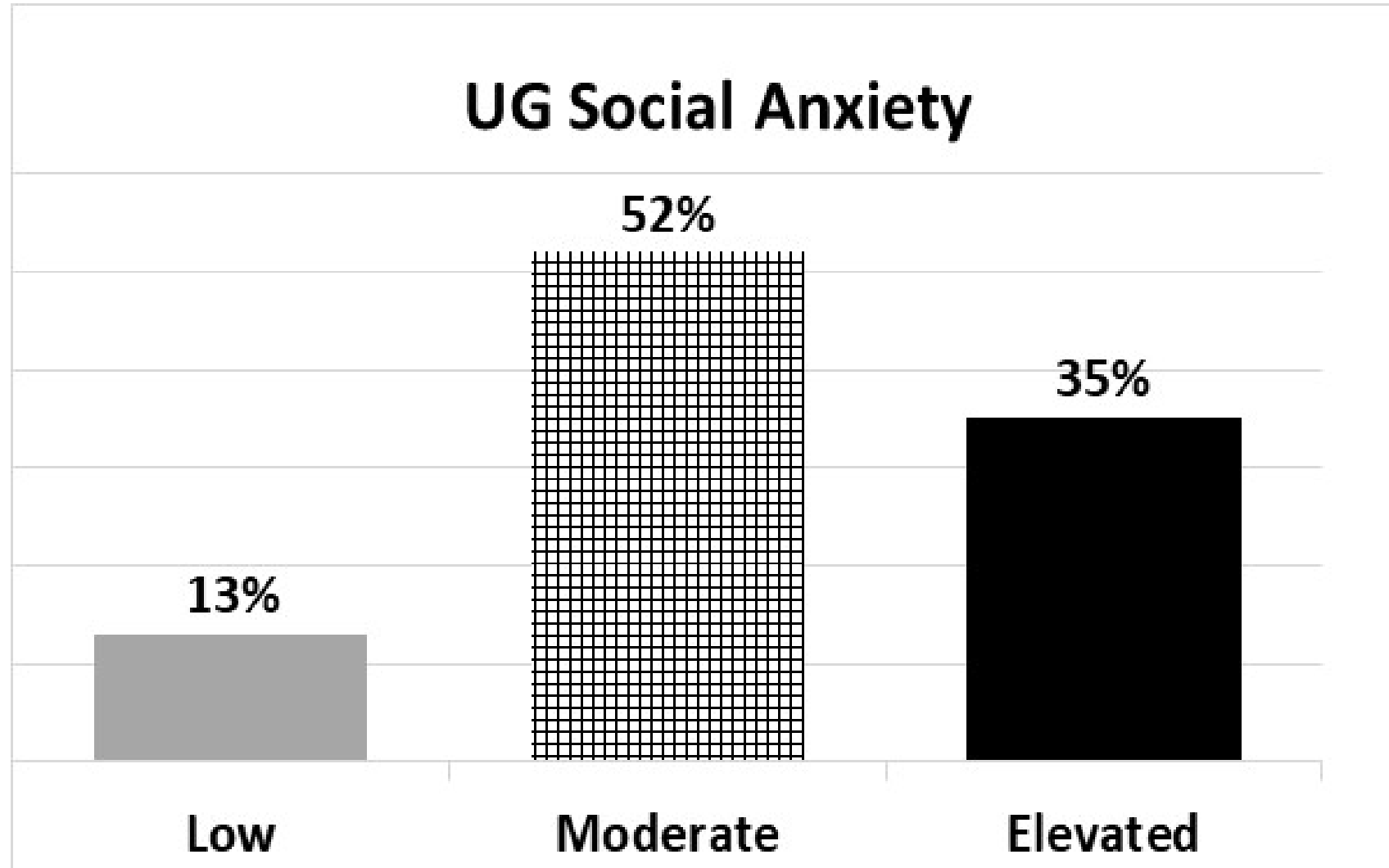
- No – Yes

Social Anxiety

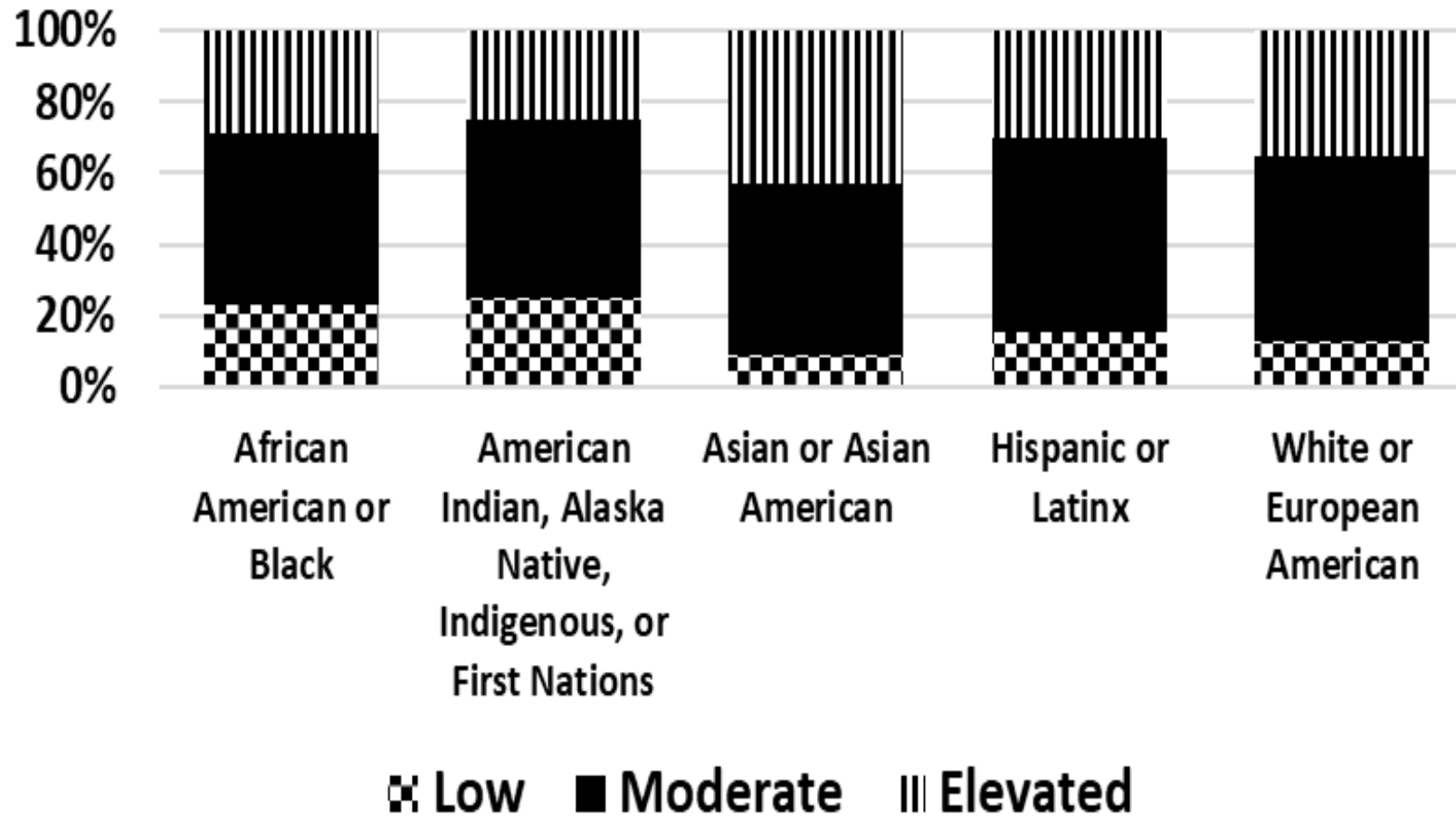
Our highest mean scores were associated with SOCIAL ANXIETY. NO scores fell in the lowest (.5) range. The split reverses with more students' scores falling on the upper half of the response scale.



Applying cutpoints, only 13% of our UG respondents fall into the LOW risk category for Social Anxiety.



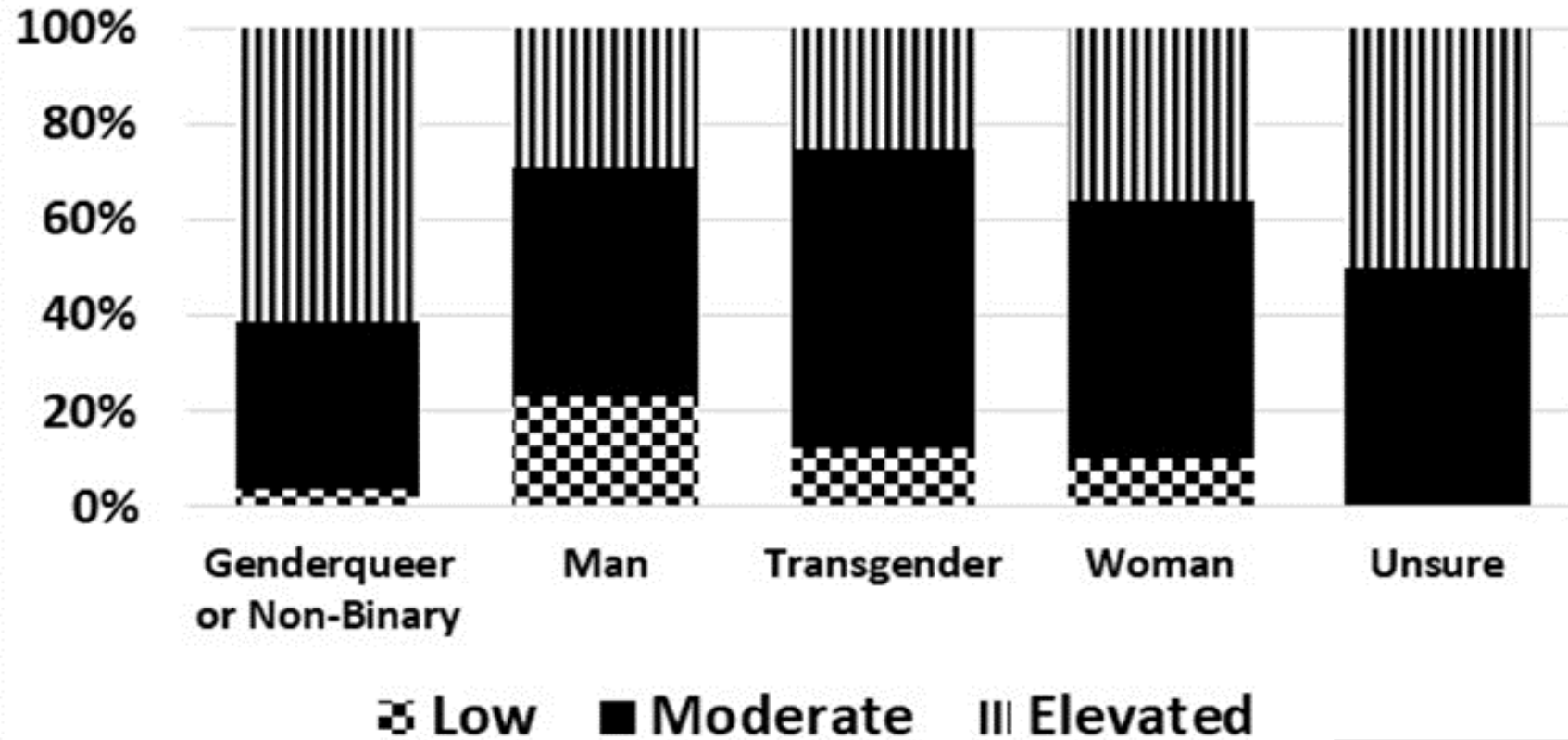
UG SOCIAL ANXIETY RISK RACE_ETHNICITY



Significant Group Differences

- African American or Black – Asian or Asian American
- American Indian, Alaska Native, Indigenous, or First Nations – Asian or Asian American

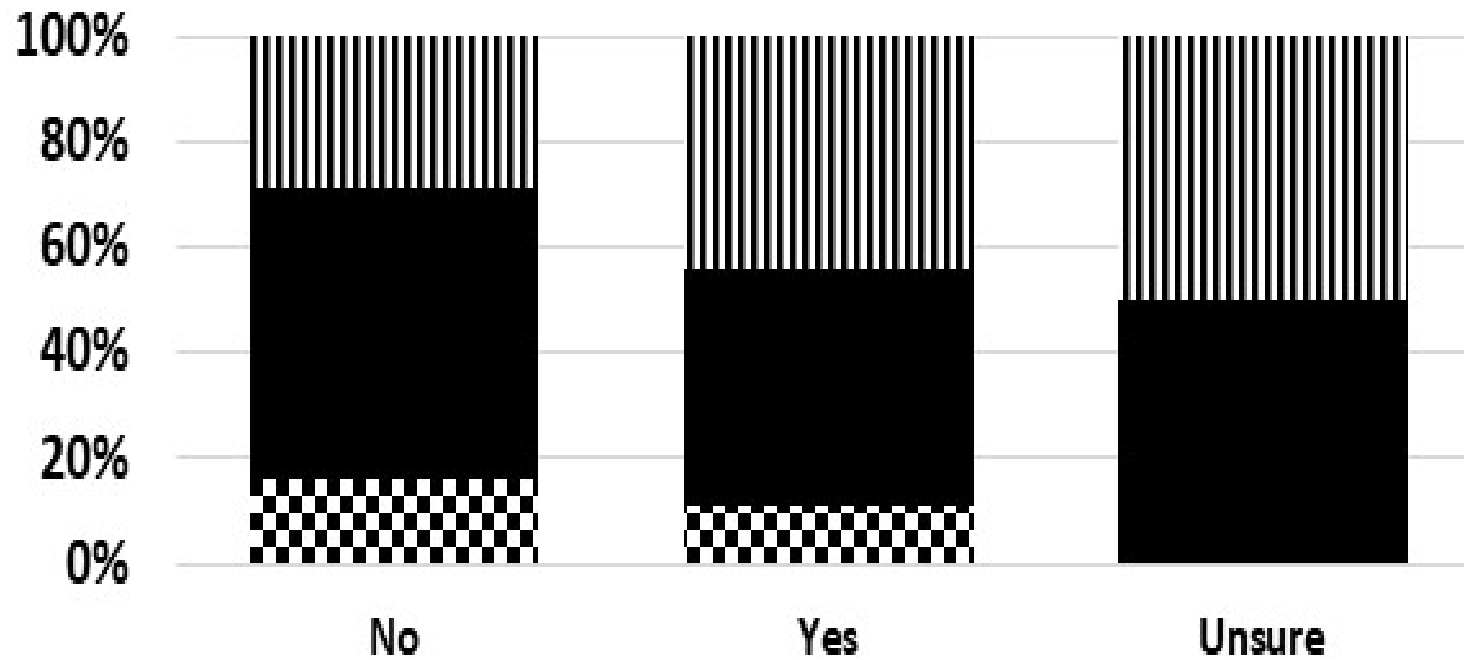
UG SOCIAL ANXIETY RISK GENDER IDENTITY



Significant Group Differences

- Man – Woman
- Man – Genderqueer/NB

UG SOCIAL ANXIETY RISK LGBTQ



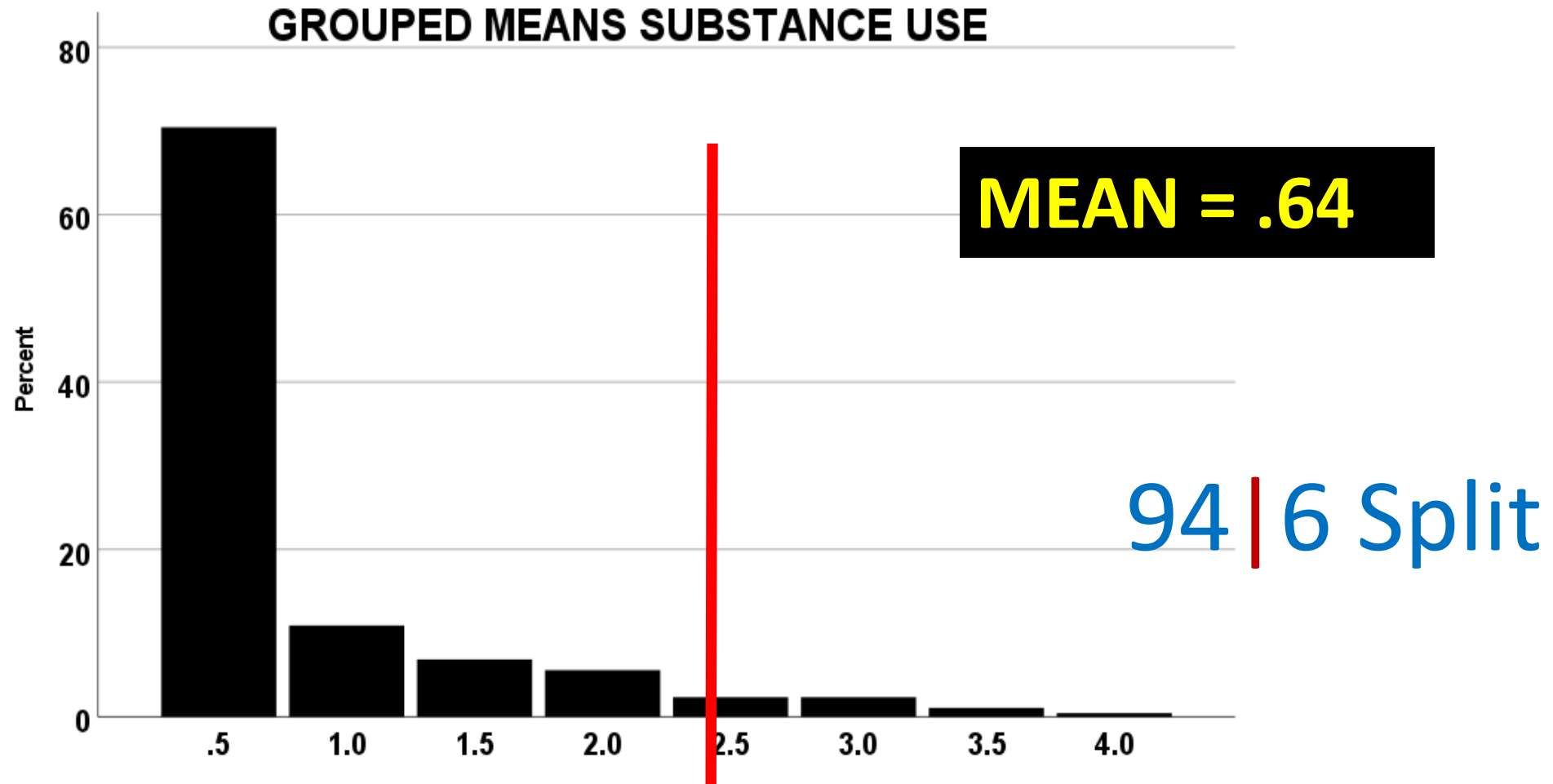
■ Low ■ Moderate || Elevated

Significant Group Differences

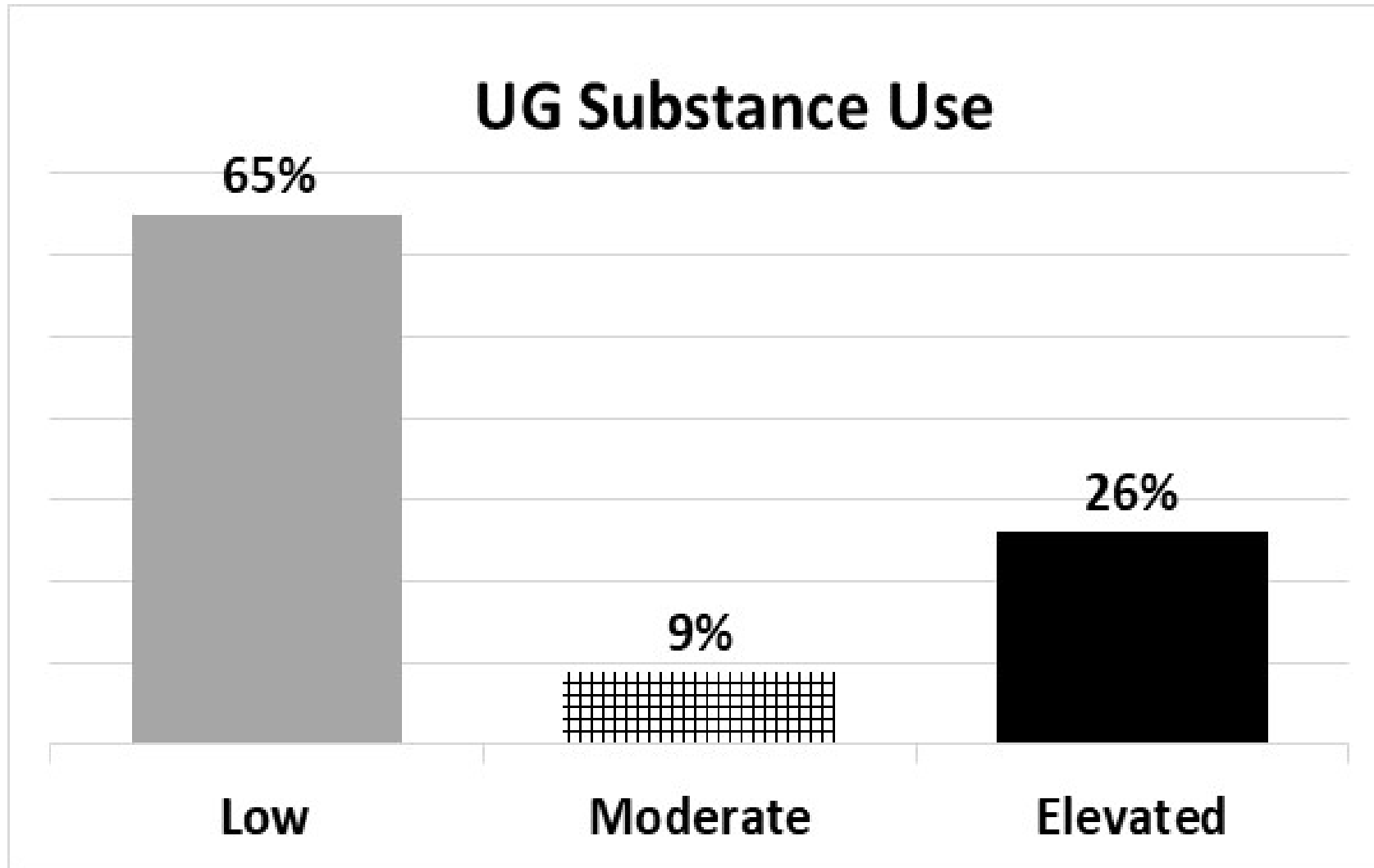
- No – Yes
- No – Unsure

Substance Use

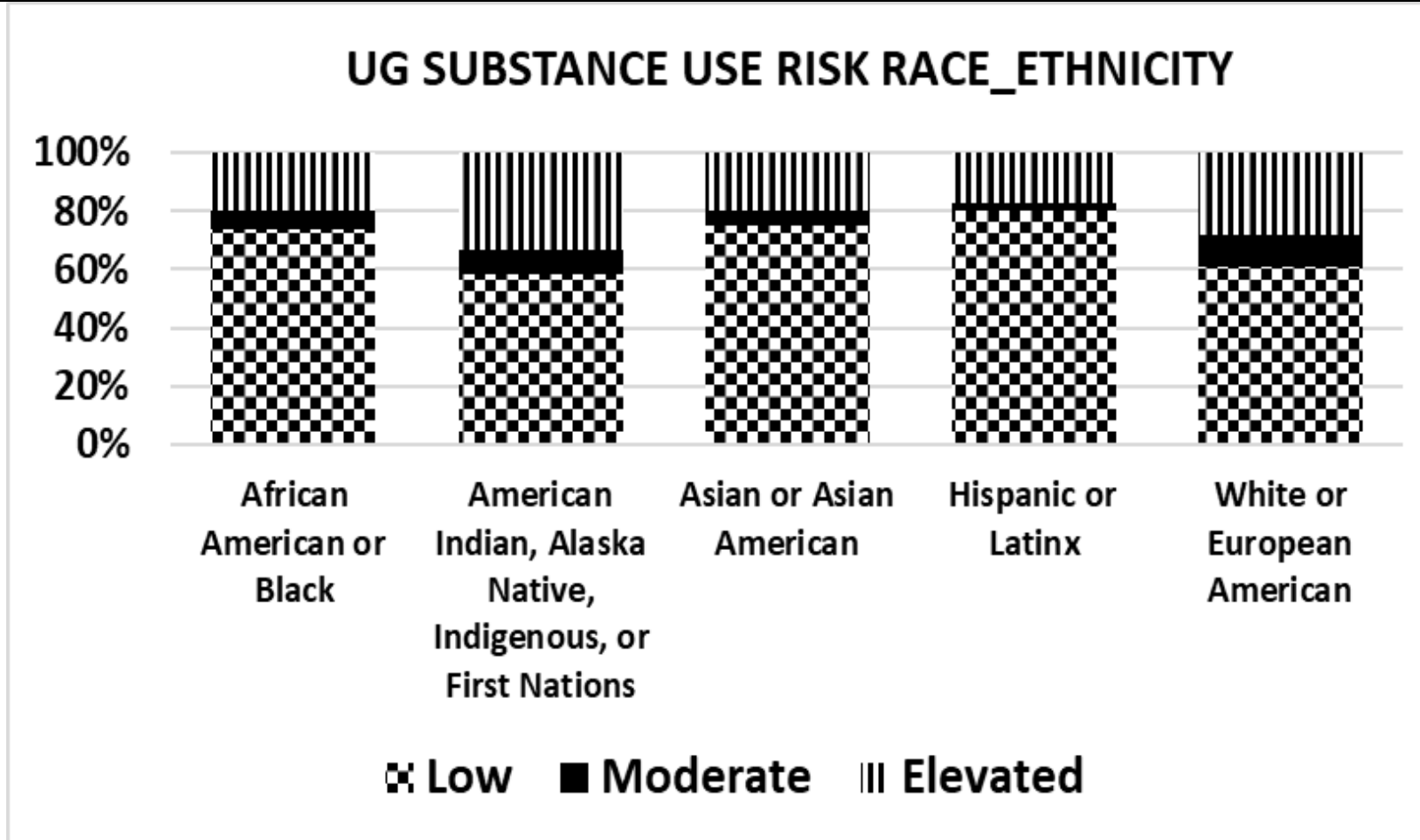
We see an extreme skew with a very small percentage of scores falling in the upper half of the distribution for SUBSTANCE USE risk.



However, clinical cutpoints identify 26% of UNC undergraduate respondents as having an ELEVATED risk for SUBSTANCE USE.



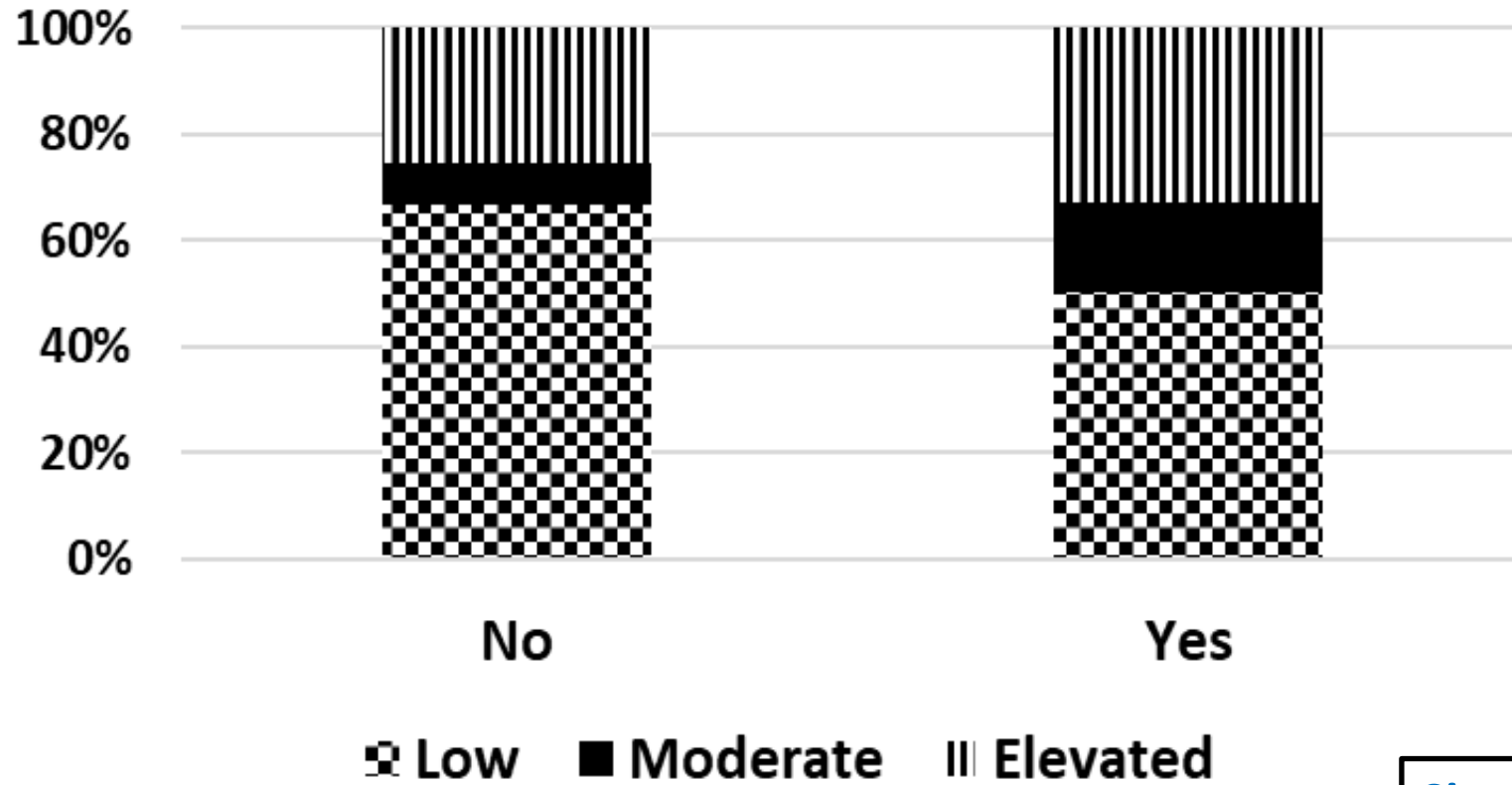
Note that the pattern reverses, with groups more likely to experience marginalization tending to report less likelihood of Substance Use risk.



Significant Group Differences

- Asian or Asian American – White or European American
- African American or Black – White or European American
- Hispanic or Latinx – White or European American

UG SUBSTANCE USE RISK REGISTERED W/ ARS



Significant Group Differences

- No – Yes

Protective Factors

There are no established clinical cutpoints for these items so we will apply a new approach to understanding differences.

We can begin by scanning mean scores,

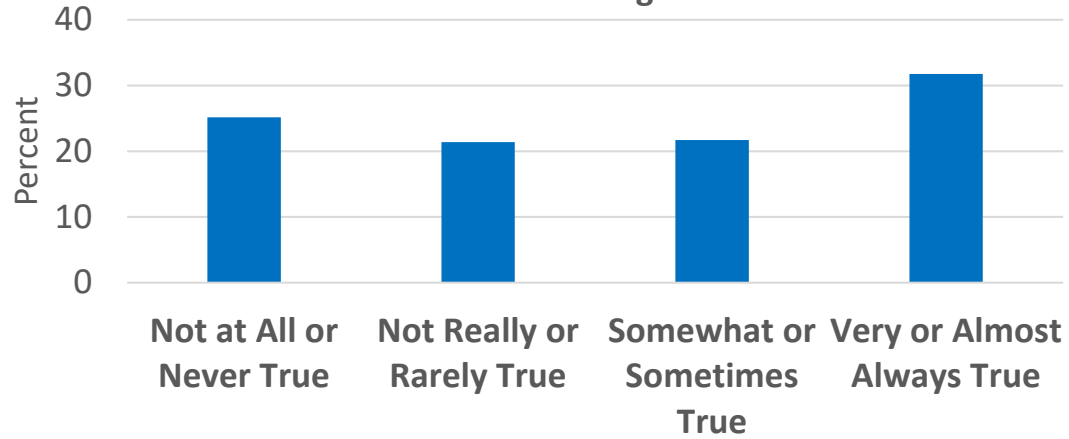
The response scale for the first 4 rows shaded in blue is (0=Not at All or Never True to 3=Very or Almost Always True)

The last three rows shaded in yellow (1=Strongly Disagree to 5=Strongly Agree).

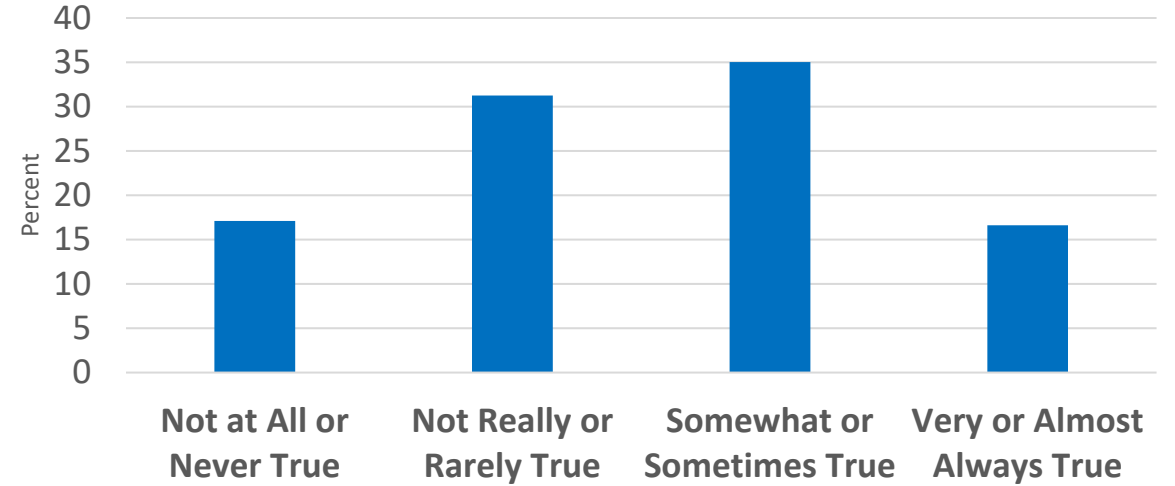
ITEM	MEAN
I'm an active member of an extracurricular school group or team at college.	1.63
I feel socially connected to others at college.	1.53
When bad things happen, I know things will get better.	1.88
I can control my emotions and behavior, even when upset.	2.02
The CULTURE at UNC Chapel Hill encourages openness about challenges that affect mental health and well-being.	3.49
I am or would be comfortable seeking mental health support at UNC Chapel Hill.	3.37
I know how to seek support for mental health or well-being at UNC Chapel Hill.	3.61

Overall response patterns for items on a 4-point scale,

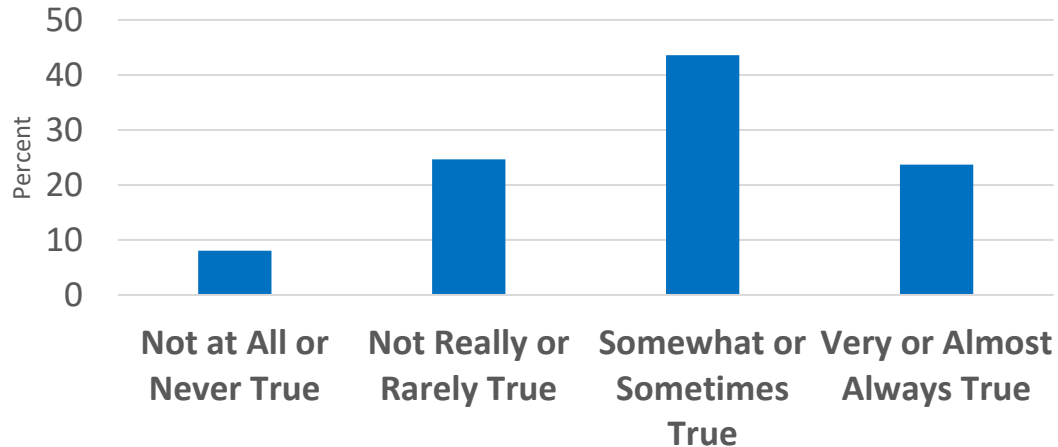
I'm an active member of an extracurricular school group or team at college.



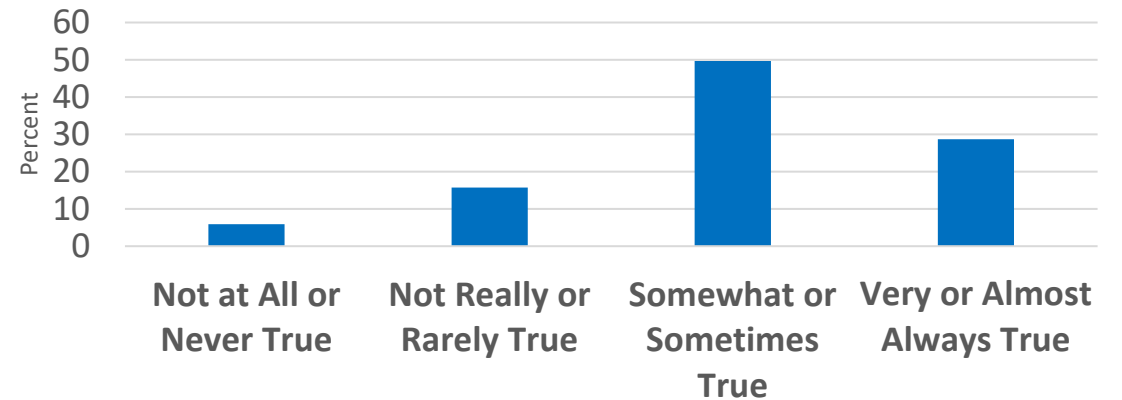
I feel socially connected to others at college.



When bad things happen, I know things will get better.

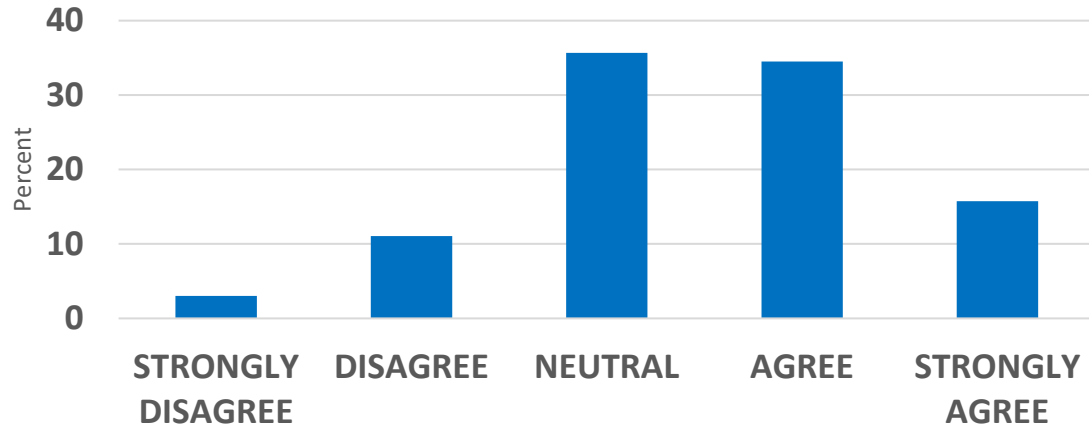


I can control my emotions and behavior, even when upset.

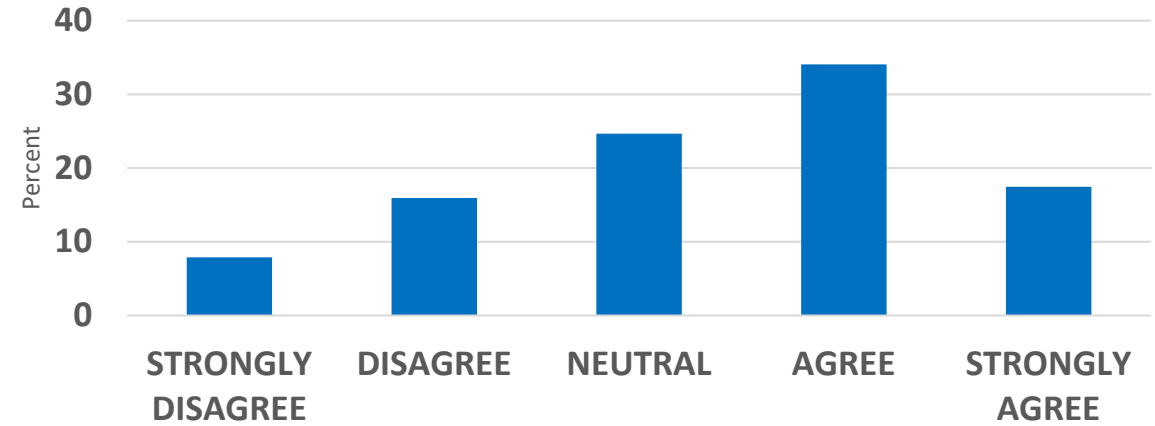


and overall response patterns for items on a 5-point scale.

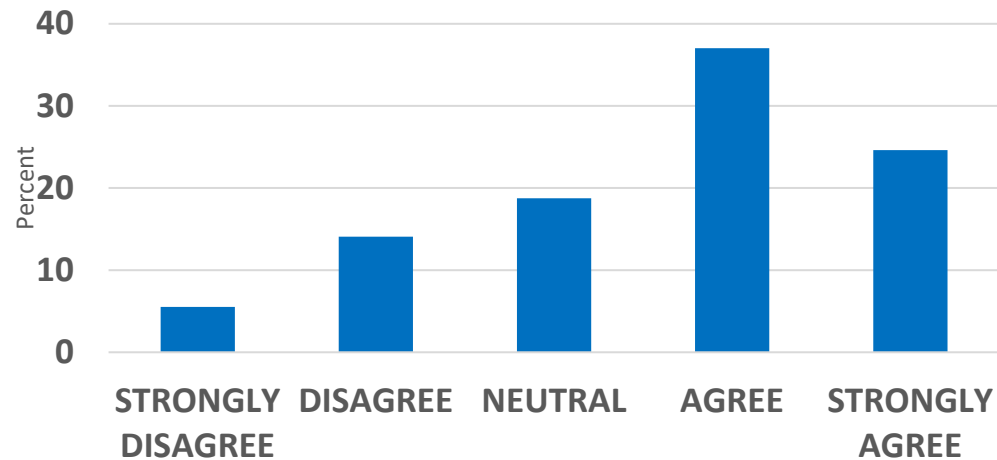
The culture at UNC Chapel Hill encourages openness about challenges that affect mental health and well-being.



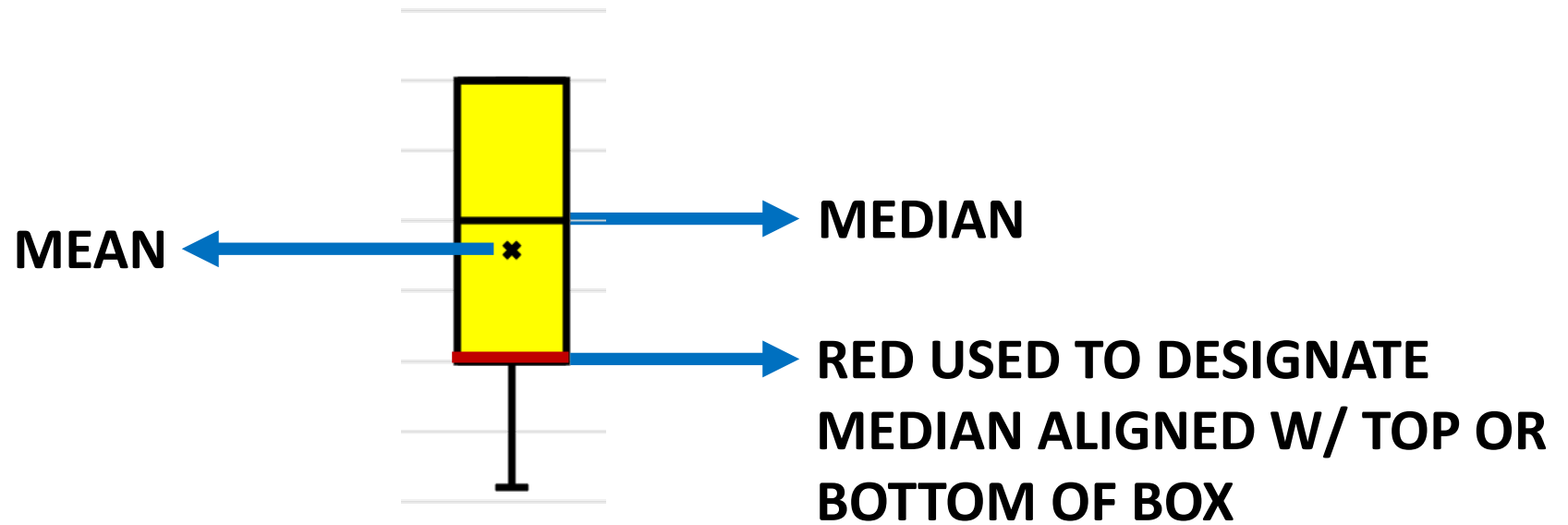
I am or would be comfortable seeking mental health support at UNC Chapel Hill.



I know how to seek support for mental health or well-being at UNC Chapel Hill.



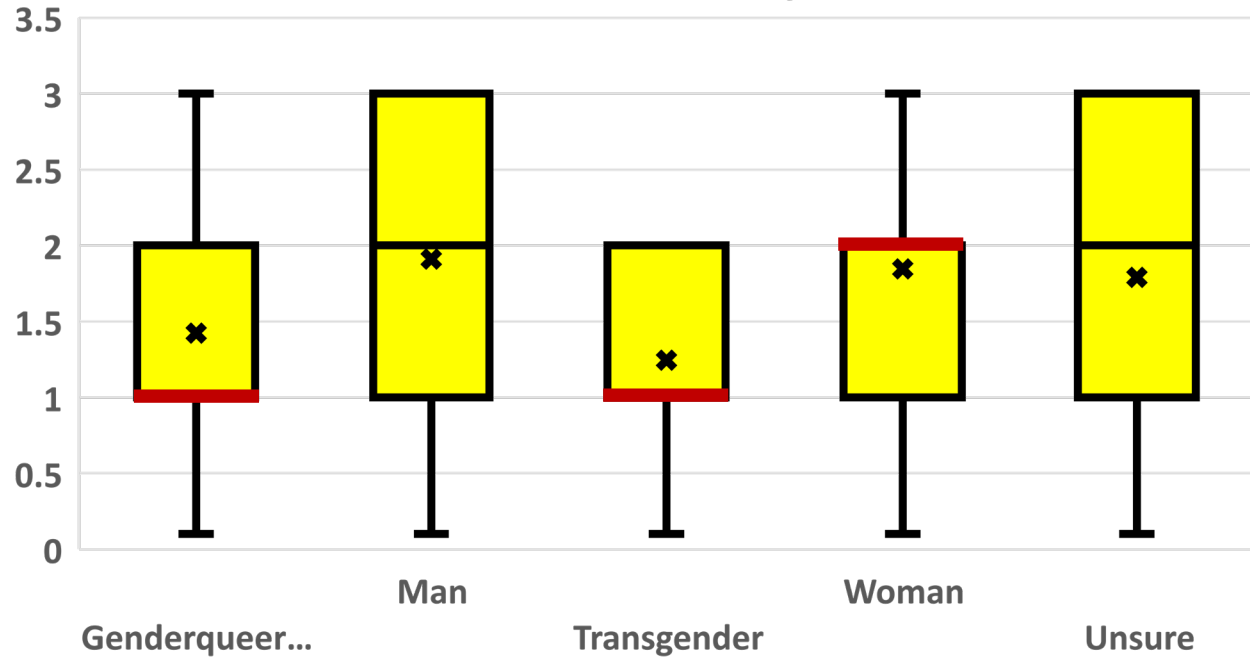
And in the absence of research-based cutpoints, we can use boxplots to explore the nature of those differences.



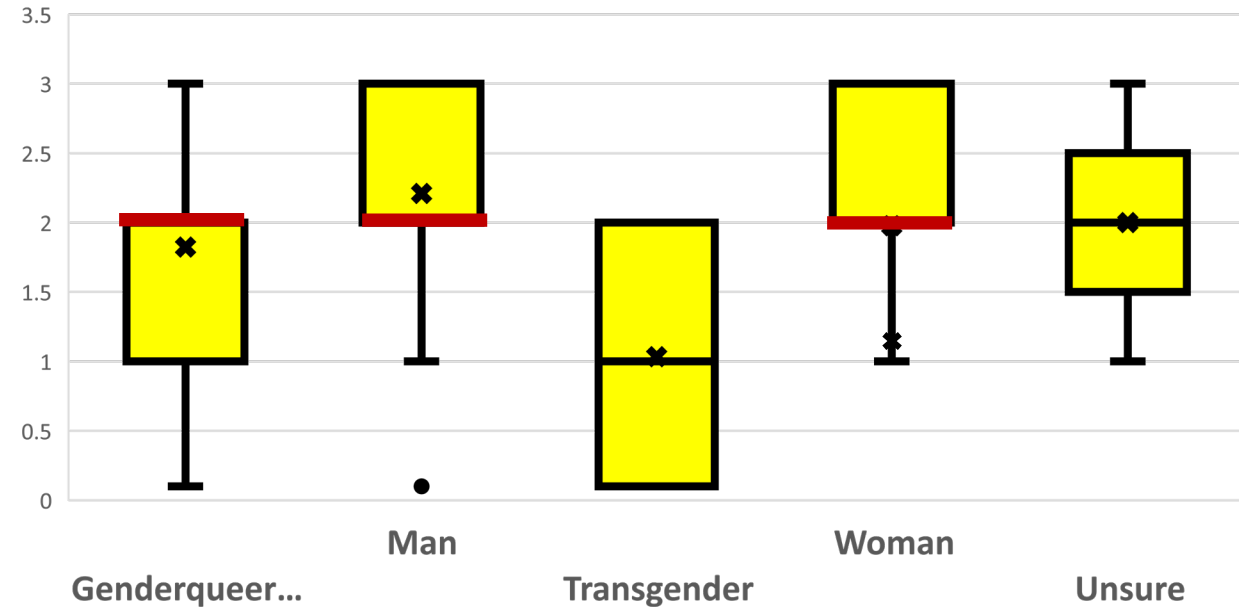
Group Differences X Gender Identity

Gender Identity

Resiliency



Emotional Self-Regulation



Significant Differences

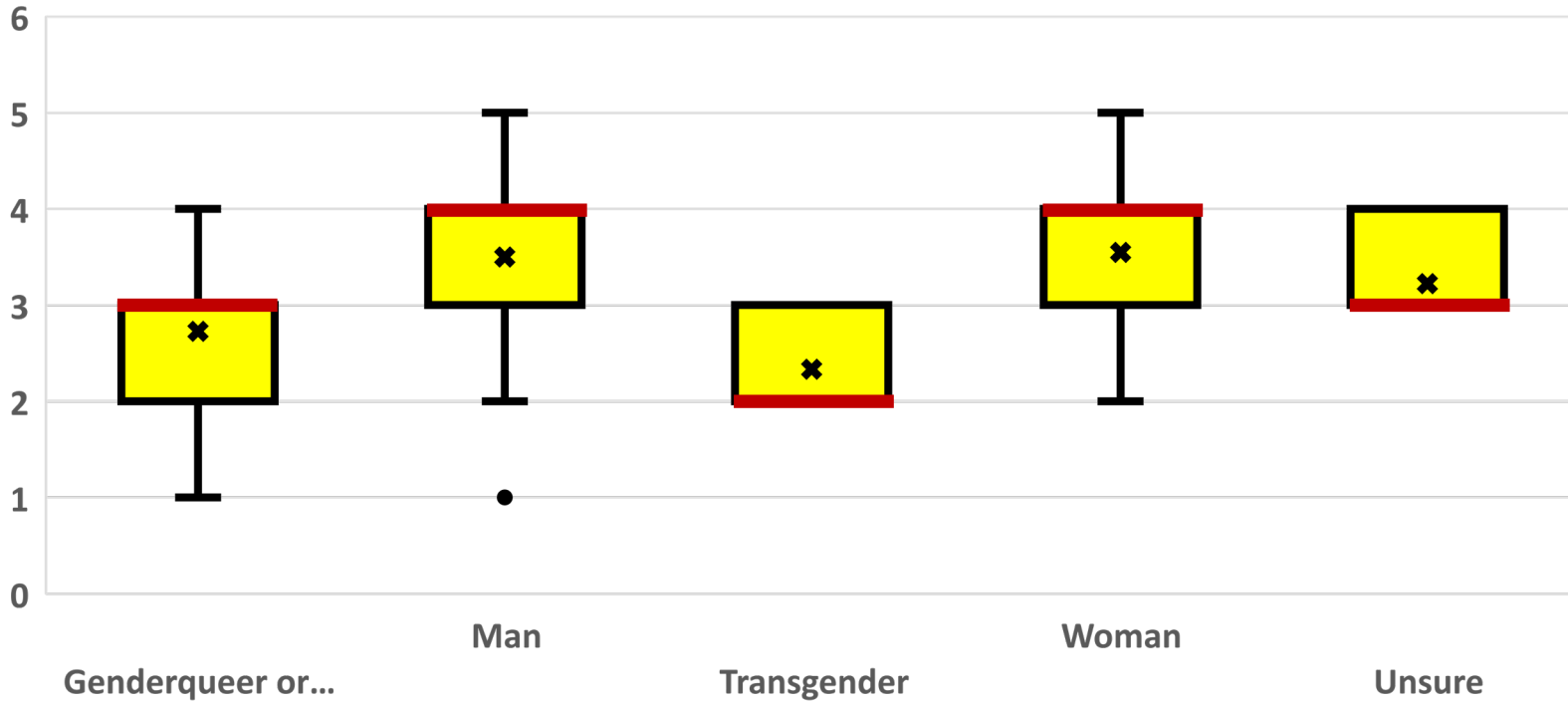
- Transgender – Woman
- Transgender – Man
- Genderqueer/NB – Woman
- Genderqueer/NB – Man

Significant Differences

- Transgender – Woman
- Transgender – Man
- Woman - Man

Gender Identity

The culture at UNC Chapel Hill encourage openness about challenges that affect mental health and well-being.



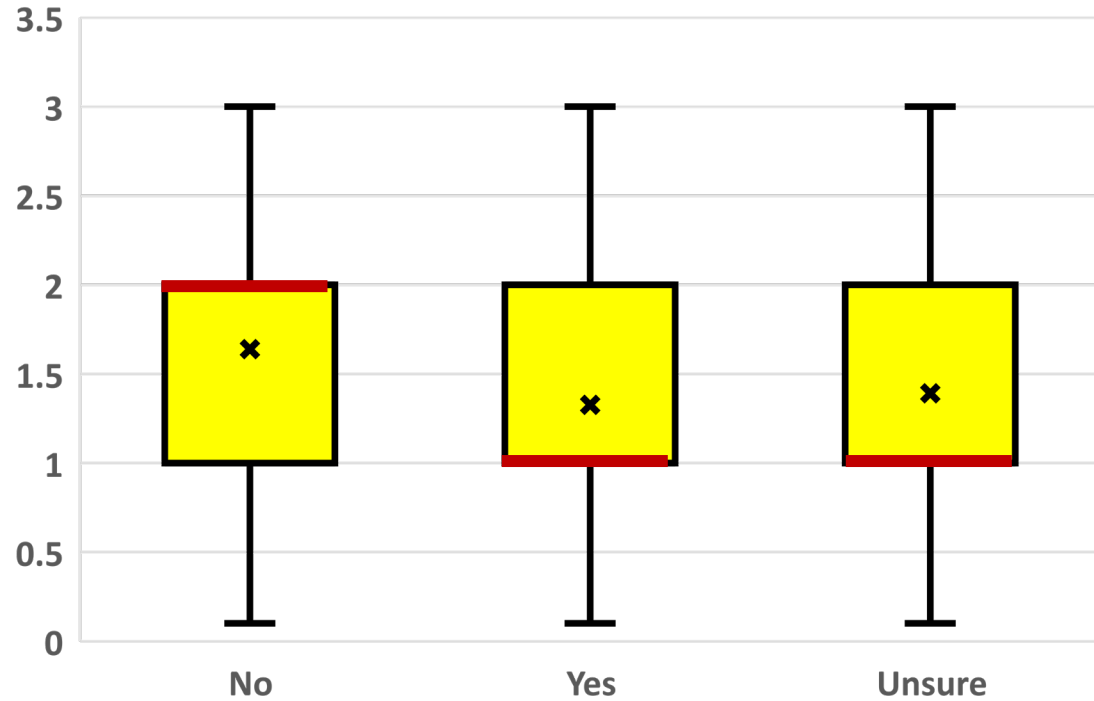
Significant Differences

- Transgender – Unsure
- Transgender – Man
- Transgender – Woman
- Genderqueer/NB – Man
- Genderqueer/NB Woman

Group Difference X Sexual Orientation

LGBQ

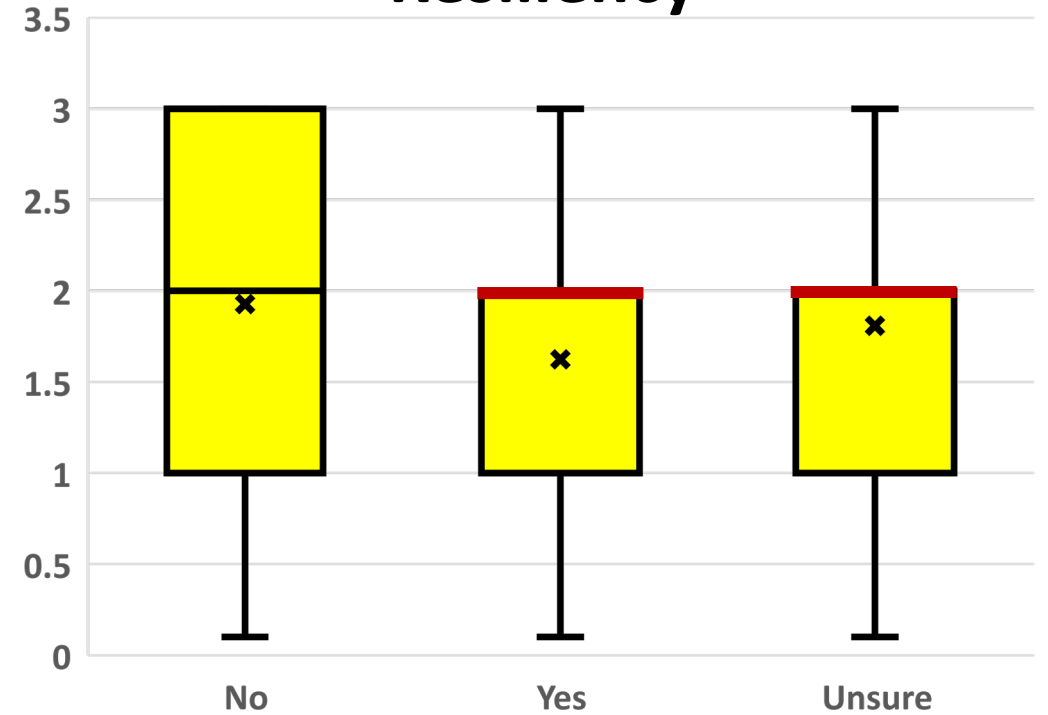
Social Connection



Significant Differences

- No - Yes

Resiliency

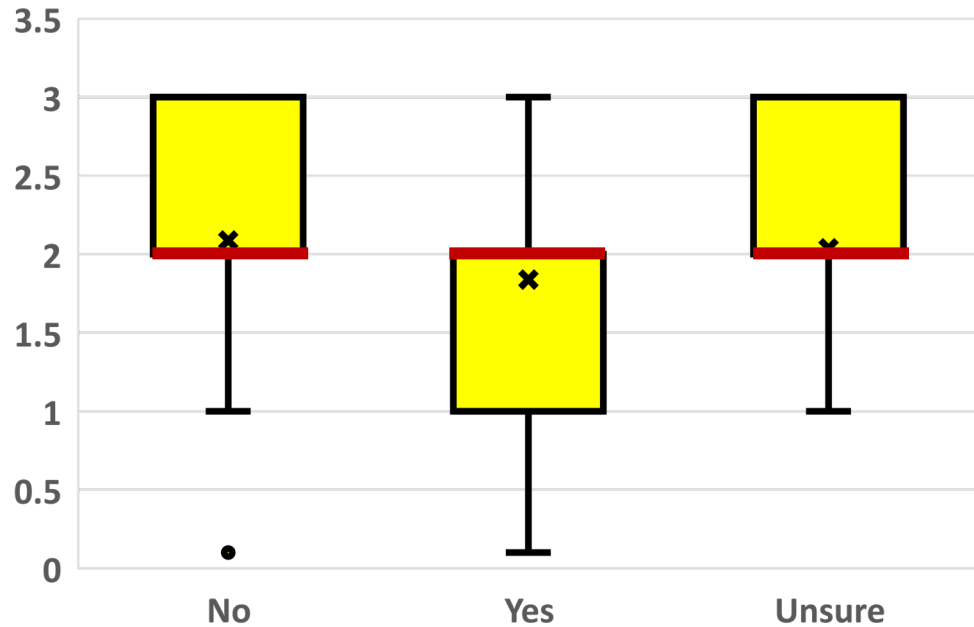


Significant Differences

- No - Yes

LGBQ

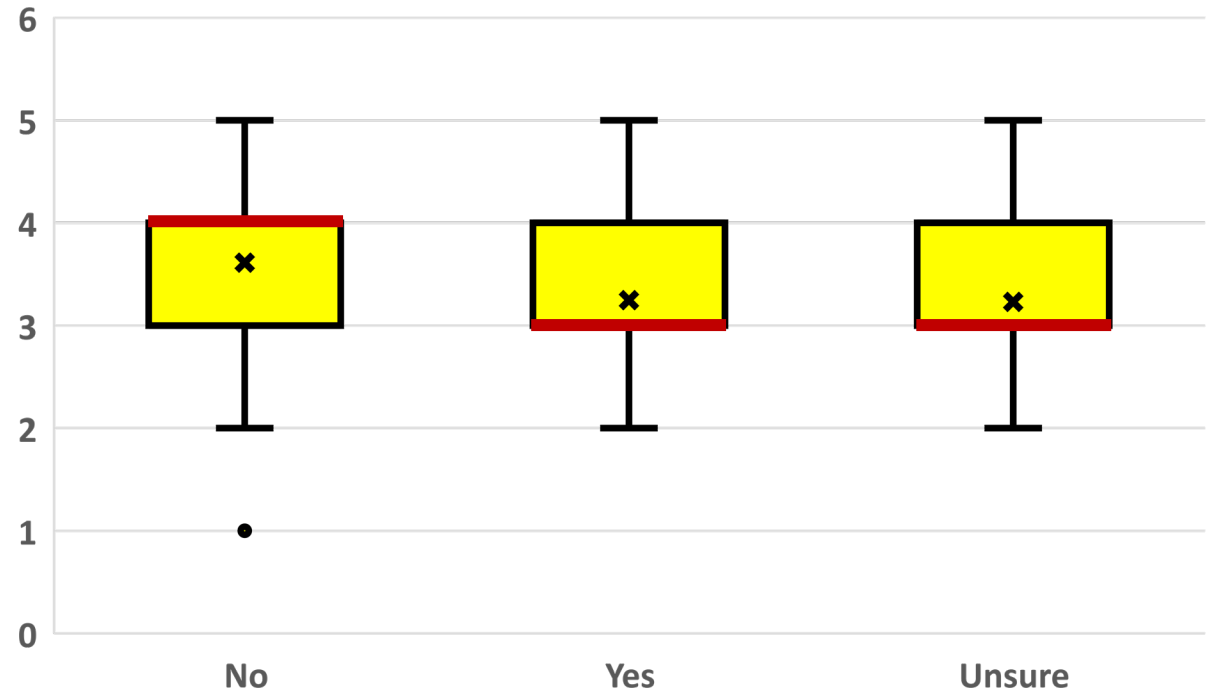
Emotional Self-Regulation



Significant Differences

- No - Yes

Culture



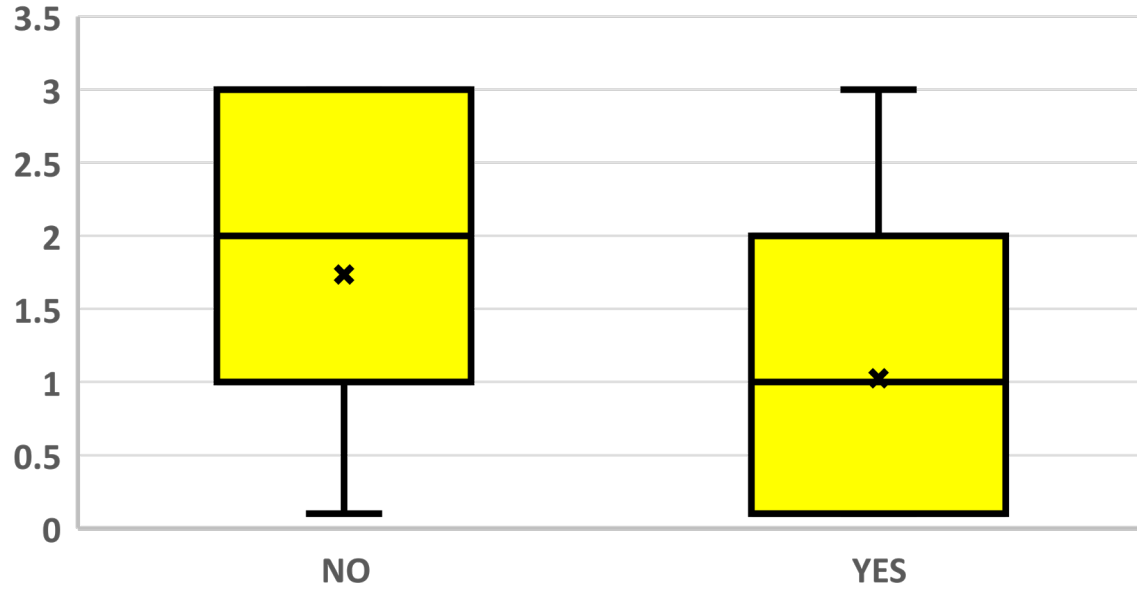
Significant Differences

- No - Yes
- No - Unsure

Group Differences X Transfer

Transfer

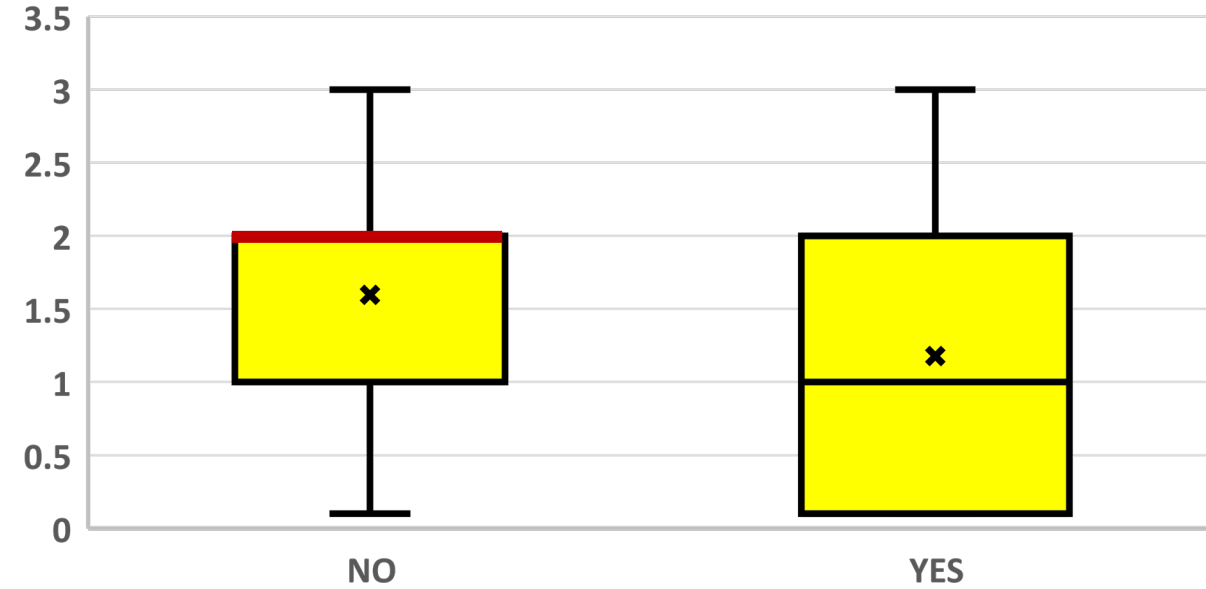
Co-Curricular Engagement



Significant Differences

- No - Yes

Social Connection



Significant Differences

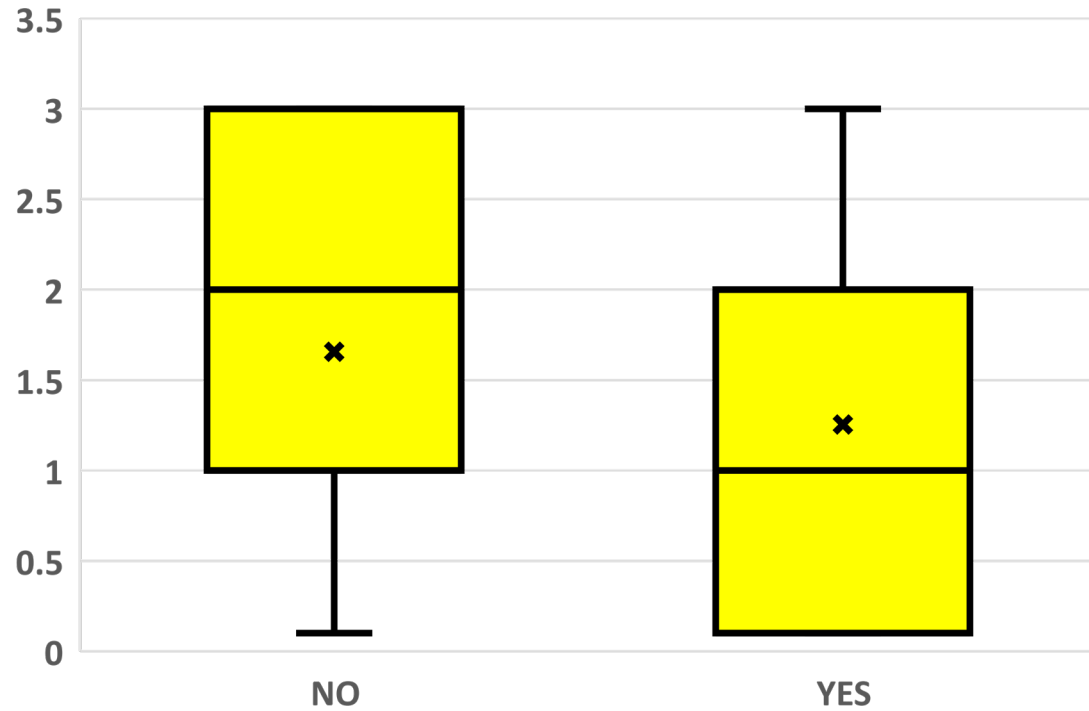
- No - Yes

Group Differences X Disability

Registered w/ ARS

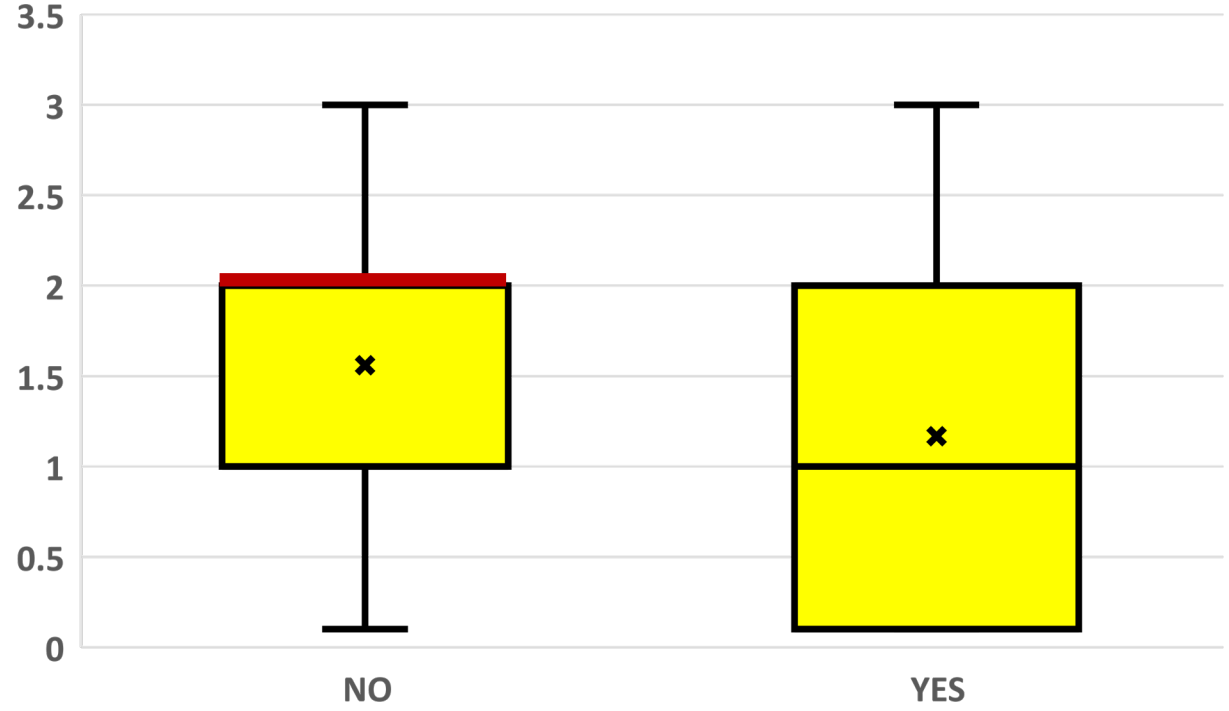
Co-Curricular Engagement

Social Connection



Significant Differences

- No - Yes

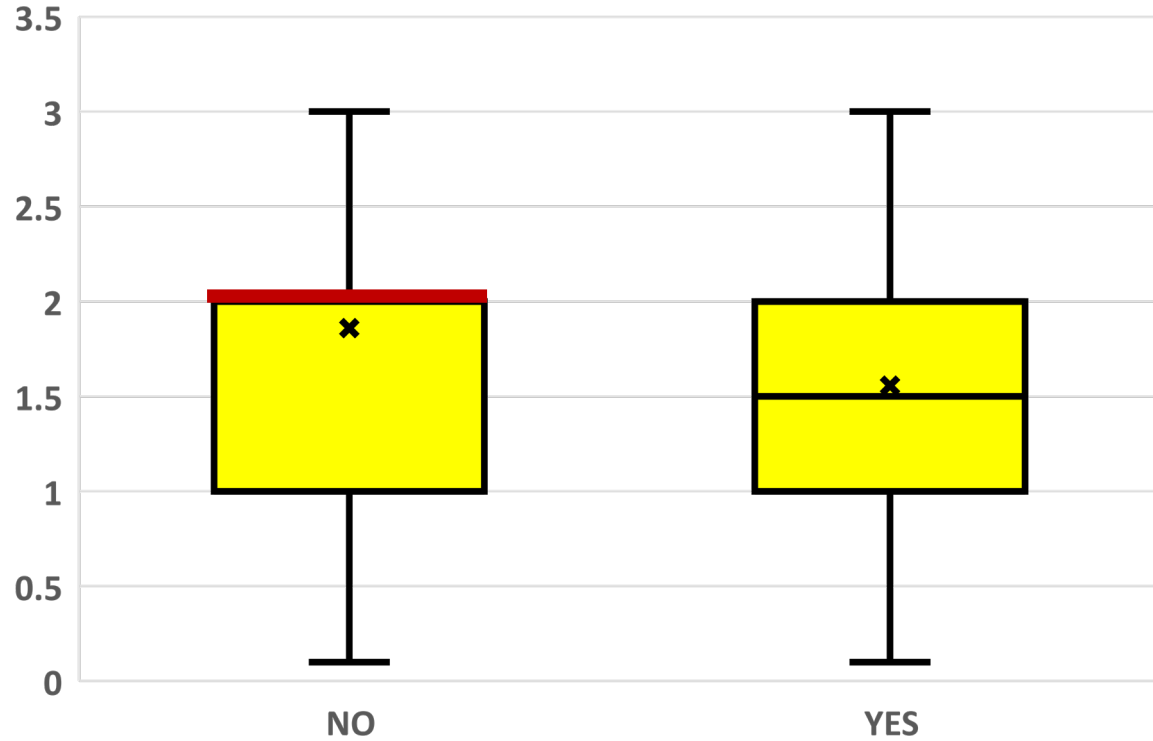


Significant Differences

- No - Yes

Registered w/ ARS

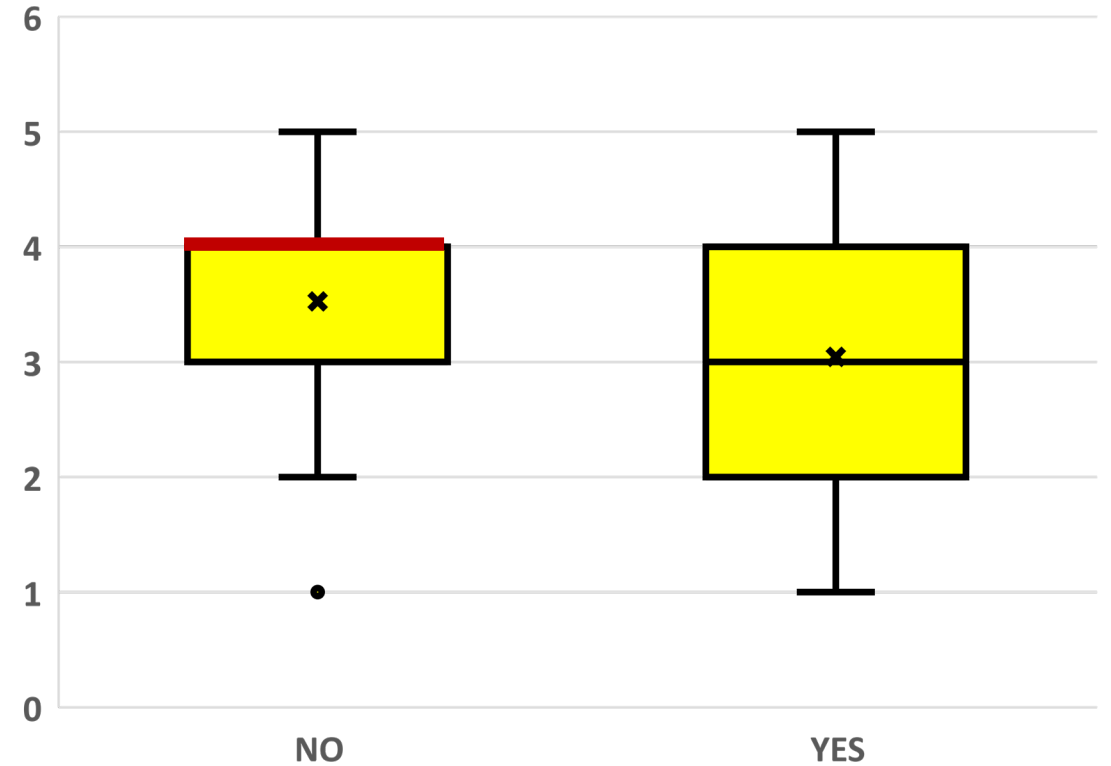
Resiliency



Significant Differences

- No - Yes

Culture



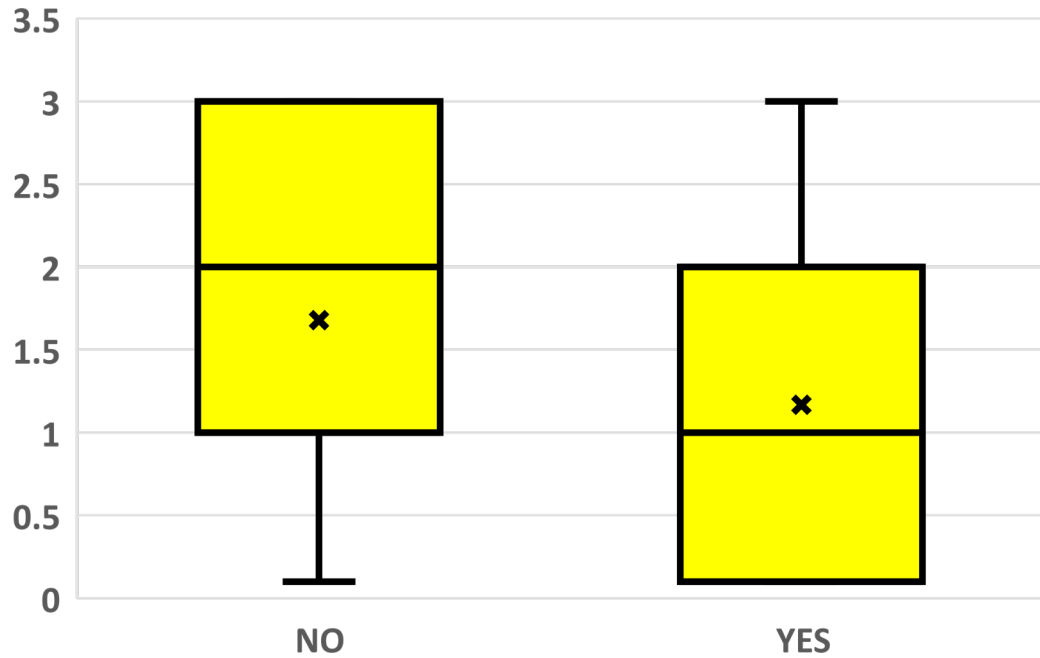
Significant Differences

- No - Yes

Group Differences X First Generation

First Generation

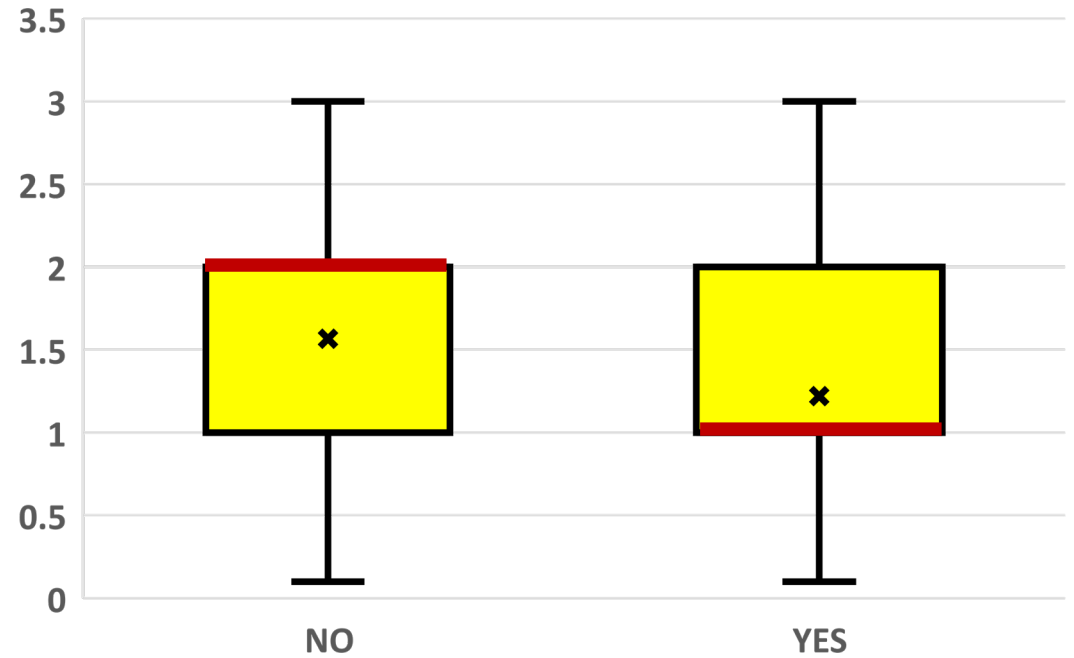
Co-Curricular Engagement



Significant Differences

- No - Yes

Social Connection



Significant Differences

- No - Yes

A Few Points of Interest

Clinically established cutpoints for CCAPS scales tell an important story above and beyond mean scores. For the 5 CCAPS scales highlighted here, the percentages of students whose scores fell within the range designated as “Elevated Risk” ranged between a low of 26% for Substance Use Risk to a high of 45% for Generalized Anxiety.

Within this sample, being a TRANSFER student or being MILITARY affiliated did not appear to influence CCAPS scale scores. In contrast, Sexual Orientation, identifying as LGBTQ, and being registered with ARS demonstrated more notable influence on a number of CCAPS scales.

In looking at Protective Factors, RACE/ETHNICITY, being an INTERNATIONAL student, or being MILITARY affiliated did not appear to exert influence on CCAPS Scale Scores. And again Sexual Orientation, identifying as LGBTQ, and being registered with ARS demonstrated more notable influence on a number of CCAPS scales. I

Interestingly RACE/Ethnicity did not appear to exert influence on some of the scales/measures that have demonstrated group differences in the past . Our 2020 CHA III and WFU data showed group differences associated with Racial/Ethnic group membership on scales measuring depression, anxiety, and protective factors like belonging. There are several plausible factors that could explain the lack of group differences found in this data, one being that students across some majority identity groups had elevated or decreased experiences/perceptions of challenges or supports to mental health and wellbeing which worked to erase findings supporting group differences.

The information presented here is the “tip of the iceberg”. If there is something you want that isn’t here, just ask. I am ~ 80% certain I may already have what you need, and ~ 95% certain that if I don’t I can generate it.

We will be participating in the JED Healthy Minds Study this semester. The data from this survey and others will be shared with JED, and advance a conversation around specific strategies we can implement to most effectively support our students’ mental health and well-being.