

The background of the cover features a large, faint watermark of the University of California seal. The seal is circular, with a central image of a building (Sather Tower) and a sunburst. The text "UNIVERSITY OF CALIFORNIA" is written in a circle around the central image. At the bottom of the seal, it says "SINCE 1887".

Cal Student Assessment on Mental Health (SAMH) Survey Report

Raj Fadadu and Vivian Hong

Spring 2017

Cal Student Assessment on Mental Health (SAMH) Survey Report | 2017

Table of Contents

I. Introduction	1
II. Methods	2
III. Data Presentation and Analysis	3
a. General Living	3
b. Academic Life	3
c. Sleeping and Eating Habits	4
d. Mental Well-being	5
e. Sexual Violence	6
f. Campus Resources	6
IV. Conclusions and Recommendations	8
V. Acknowledgements	11
VI. Appendix	12



AAVP
Office of the
Academic Affairs
Vice President

I. Introduction

The mission of the Office of the Academic Affairs Vice President includes improving students' academic experiences at the University of California, Berkeley by identifying impediments to academic success and fostering an environment that bolsters students' holistic well-being. Similarly, the entire University community has displayed interest in ameliorating the overall well-being of undergraduate students, now more than ever. Positive emotions and good mental health are paramount to achieving academic excellence, which is what the University aspires its undergraduate students to strive for. In their journey towards academic enrichment and professional and technical development, undergraduate students are often stressed for numerous understandable reasons. Some stress can be a motivating factor, and keeps us alert; however, it is when this pressure transforms into distress that students' mental health begins to deteriorate. High amounts of stress can manifest itself in not only physiological but also psychological symptoms. These affect students' lives in myriad ways and make the path to academic achievement more arduous.

This report will present the findings of the Undergraduate Student Assessment of Mental Health (SAMH) administered in the Spring Semester of 2016. The survey was created with the goal of assessing the current student climate and determining student comfortability with utilizing campus resources geared towards improving student wellness in order to engender tangible recommendations and a sustainable action plan for improvements to such services. It is broken down into six sections: General Living, Academic Life, Sleeping and Eating Habits, Mental Well-being, Sexual Violence, and Campus Resources. This survey is unprecedented, as the University has never administered such a survey that comprehensively focuses on several aspects of undergraduate student well-being. Its importance in establishing an updated campus climate in regards to undergraduate student health and the effectiveness of campus resources cannot be overstated. To address students' needs in a meaningful way, the University must go beyond simple advocacy, and the following data will give the campus administration a better understanding of students' major concerns and highlight future steps it can undertake in order to foster better wellness.

II. Methods

We began designing the initial survey questionnaire by reviewing academic literature and reports regarding mental health and student wellness surveys that were administered at other college campuses. The Happiness and Well-being Survey sent to graduate students at UC Berkeley in 2014 was the closest we could get to finding any sort of comprehensive data relating to our campus climate. Based on our research and project goals, we divided our questionnaire into six different sections to ensure that a variety of topics encompassing student wellness were being addressed. Although this approach restricted the depth of the survey, we were able to assess enough factors to develop a picture of the overall campus climate and key areas of concern for future studies.

After we received IRB approval from the UC Berkeley Committee for Protection of Human Subjects, the survey was sent to a sample of $N = 7,231$ UC Berkeley undergraduate students. Of the 7,231 students, around 5,000 were randomly selected, and the remaining students were selected in our goal to oversample for underrepresented/minority students. Surveys were sent out to students' university email addresses and required them to log in with their CalNet ID to verify their identity. However, they were ensured that the data was being collected and stored on a password-protected server housed in the UC Berkeley Data Center; this is a dedicated server designed for this purpose with single-user access. After a period of around 2 months when the survey was in the field, we received a total of 922 complete or partially complete responses (12.7% response rate).

Data analysis for the responses we received was conducted with assistance from graduate students from the UC Berkeley Department of Biostatistics and is presented in the following section. For some parts of analysis, responses to a question that were "Slightly Agree," "Agree," and "Strongly Agree" were treated as a general agreement to the statement to a certain extent. The same applies for responses about disagreement. Similarly, the responses "Some or a little of the time," "Occasionally or a moderate amount of the time," and "All of the time" were treated as general agreement with the respective statement.

III. Data Presentation and Analysis

This survey is broken down into six sections, including General Living, Academic Life, Sleeping and Eating Habits, Mental Well-being, Sexual Violence, and Campus Resources.

A. General Living

The “General Living” questions cover satisfaction with life as well as questions about quotidian life in terms of the effects of financial situations. About 17.4% of respondents claim that their physical health is poor or very poor, while 32.4% of respondents rate their mental health as poor or very poor. With the constant dearth of sleep and intense academic rigor they experience, students quite often face deteriorating physical and mental health. Poor physical health directly correlates with poor mental health, as it can increase the risk of mental health diseases. Similarly, poor mental health can also result in an increase of risk of physical illnesses.

B. Academic Life

The “Academic Life” questions cover anxiety and academic stress. 73% of respondents agree that academics is the main reason they are stressed in life. However, 32.9% of respondents do not agree that the University adequately provides support with academic stress. As evident, a high number of respondents agree that academics is one of the main contributors to stress and poor health, yet the University seems to inadequately provide these respondents with the proper resources to support them.

The availability and awareness of campus resources is also vital for students to maintain self-care in the midst of academic rigor.

51.3% of respondents indicate that they do not utilize campus resources for anxiety or academic stress.

74.4% of respondents indicate that academic stress prevented them from maintaining self-care to a certain extent in the past week.

These statistics, in combination with the fact that 85.7% of students felt anxious and agitated and 90.9% felt stressed due to academic reasons during the past week, could potentially highlight the extent of a significant association. Many students may be driven to prioritize academics over proper self-care possibly as a consequence of barriers to the use of campus resources and the lack of self-care emphasis from the school administration. This perhaps signifies not only a lack of administrative support toward mental health resources but also a paucity of awareness and student outreach regarding proper mental health.

C. Sleeping and Eating Habits

The “Sleeping and Eating Habits” section covers sleep and eating habits with the purpose of assessing the quality and amount of sleep undergraduates receive as well as to the extent they have access to and eat healthy food because sleep and diets are both essential elements of wellness. Sleep is crucial for both mental and physical well-being and is, in fact, one of the main indicators of poor physical and mental health. About 48% of respondents claim that they receive 6 hours or less of sleep on a daily basis--the majority of whom reported sleeping for only 5-6 hours. This is less than the 7-9 hours of sleep recommended for the age range most undergraduate students fall within.

40.9% of respondents agree that the amount of sleep they receive makes them feel irritable.

45% of respondents agree the amount they sleep negatively affects their mental health.

A daily routine deficient of sleep can result in negative consequences both academically and socially. Students may experience lack of energy, increased irritation, decline in happiness and life satisfaction, and the inability to focus during school--creating a harmful positive feedback loop. Around 63.4% of respondents agree that they have a problem with daytime sleepiness, and interestingly, 64.5% of respondents also agree that they would benefit from naps during the day, suggesting that the AAVP-sponsored R.E.S.T. Zones may significantly improve their sleeping habits and increase the amount of sleep students are receiving.

There is a growing body of research in the field of nutritional psychiatry that illustrates the association between diet and mental health. What we consume affects not only our physical health but also our mental health. It is well known that we should eat healthy food, but in order to do so, students must have access to these kinds of food. However, around 44.5% of students disagree with the statement that they have easy access to affordable healthy food. This could serve as another avenue the university administration can work on in order to ameliorate student mental health.

D. Mental Well-being

The “Mental Well-being” section assesses the happiness of undergraduate students and how they feel about life.

58.0% of respondents show that they rarely felt like utilizing campus resources for mental distress in the past week.

Some students may not feel like using these resources because they do not have the need to. However, in reference to their mental health in the past week, 62.3% of respondents did agree feeling alone and isolated, and 58.9% found it hard to focus on positive aspects of life. One of the many reasons for not utilizing campus resources may be the lack of awareness in mental health resources on campus. Another reason may include difficulty having mental health resources readily available for students.

Additionally, this section makes it apparent that there is a disparity between those who report feeling distress and sadness and those who report using campus mental health services in the sixth section of the survey. For instance, the Tang Center’s Counseling and Psychological Services (CPS) is one of the most widely used campus resource among students, yet many who might have poor mental health are not using these services. Around only 43.2% of the respondents who report rarely or never feeling hopeful about the future in the past week and 44.4% of those who say they rarely or never felt happy with life in the past week state they have used CPS. This highlights not only the potential usefulness of CPS as a key mental health resource for students but also the gap between those who may experience poor mental health and the utilization of campus resources that needs to be explored in further depth.

E. Sexual Violence

This section was created by a collaboration between Sexual Assault Commission and Confidential Care Advocates. The data analysis we conducted for these questions was sent to the Sexual Assault Commission, and it will decide how to disseminate the information.

F. Campus Resources

The Campus Resources section addresses the extent to which undergraduate students are aware of and utilize resources that UC Berkeley offers to improve their well-being. The purpose of this section is to ascertain what services are most effective and can be improved. The services included in the survey include: UHS at the Tang Center: Counseling and Psychological Services, Tang Center CPS Satellite Counseling Services on campus, nap spaces on campus, Peer Health Workers for IFC, PHC, student housing, co-op residents, Student to Student Peer Counseling, Tang Center Health Coaching, and Confidential Care Advocates.

UHS at the Tang Center: Center & Psychological Services: 60.4% of respondents indicate that they have either not heard about this service or have heard about this service but have not used it.

Nap spaces on campus: 79% of respondents indicate that they have either not heard about this service or have heard about this service but have not used it.

Confidential Care Advocates: 85.9% of respondents indicate that they have either not heard about this service or have heard about this service but have not used it.

As evident, a majority of students have not heard of or utilized the listed resources above: the Tang Center's Center & Psychological Services, nap spaces on campus, and Confidential Care Advocates. This perhaps indicates a lack of publicity regarding mental health resources from the school administration. This lack of awareness can negatively impact the student population because students are not exposed to various campus resources that they can benefit from.

Additionally, 34.6% of respondents state that they hear about CPS from emails or the online website, illustrating that students depend upon school administrative emails and the Tang Center website for mental health aid. However, the Tang Center website can be disorganized and hard to navigate, making it difficult for students to access the information they need. For instance, some of the information about CPS is not maintained well and kept up-to-date.

Other than increase awareness, the University can also create action plans regarding resource expansion. In the survey, students were allowed to select a maximum of two of the seven aforementioned resources they would like to see the expansion of.

52.7% of respondents indicate that there should be resource expansion in UHS at the Tang Center: Counseling and Psychological Services (CPS).

18.3% of respondents indicate that there should be resource expansion in CPS Satellite Counseling Services on campus.

34.4% of respondents indicate that there should be resource expansion in nap spaces on campus.

Available and accessible on and off campus resources are especially important to those facing mental health issues. Many attempt to seek professional or self-help, and oftentimes, CPS and the Tang Center would be their first attempt in seeking advice and help. Since many respondents indicate that there should be more resource expansion in CPS and CPS Satellite Counseling Services, the school administration should perhaps invest more funding and resources in expanding these services to a greater number of students. This also aligns with the result that students rate their satisfaction with CPS higher than that of all the other resources. Additionally, many students are often too immersed in academic stress and often suffer from a lack of sleep, as indicated before. To combat their dearth of sleep, students agree that there should be an expansion of nap spaces on campus.

Additionally, many respondents report about issues they often encounter with mental health resources on campus. 47.8% of respondents say that the wait

for mental health aid impedes on their use of these resources, showing that the long wait time for counseling and professional aid acts as a barrier that discourages students from seeking beneficial help. Also, 54.6% of respondents agree that GSIs and professors should be better trained to help with mental health issues, signifying that school faculty and staff should be better educated in topics regarding mental health--especially since many cases of mental distress arise in an academic setting. Students often depend upon GSIs and professors for help, and they can serve as important sources of support for and information regarding mental health issues, playing a critical role in the destigmatization of mental health on campus.

In regards to statistical inference, all questions in the survey were analyzed using a chi-squared test to assess the significance of associations between demographic information--ethnicity, gender, sexual orientation, and living status--and students' responses. Tables of p-values from these tests, heatmaps that illustrate some key associations and trends, and a more in-depth breakdown of those who reported poor mental health and their subsequent responses regarding the use of campus resources can be found in Parts 3, 4, and 5 of the Statistical Analysis Report in the Appendix, respectively. They highlight areas of concern for future research surveys and can provide insight into aspects of intersectionality and socioeconomic factors that providers of mental health resources need to be cognizant of.

IV. Conclusions and Recommendations

From our analysis of survey results, we have a better understanding of the campus climate. It has given us insight into student comfortability with campus mental health resources and illustrated key areas of concern to be addressed by campus administration and staff. Further research on undergraduate student mental health should be targeted based on these areas of concern and delve deeper into the significant associations between demographic variables and aspects of wellness we identified.

Some factors may limit the generalizability of our conclusions to the entire undergraduate student population, but the data collected is useful in presenting an overall picture of student wellness. Within the sample of students who completed the survey, some ethnic groups are over or under represented, which

may decrease our confidence in the generalization of survey results, but underrepresented minority groups were deliberately oversampled for in order to address the needs of more vulnerable populations. Also, the wording and clarity of some questions may lead to response bias in some cases.

It is clear, and understandable, that academics are a primary stressor for many students, but it seems like academic distress is playing a critical role in harming students' mental health. Since it is not as plausible to make courses easier, it seems more reasonable to focus on coping mechanisms and preventative care the University can provide, since many students currently believe the University does not adequately provide support with academic stress. For instance, survey results illustrate that students are highly pressured by self and parental expectations, so perhaps the campus could provide goal setting workshops and lessons about better time management in order for students to learn how to weave self-care into their quotidian lifestyles. This can be accomplished by making improvements to the new Golden Bear Orientation in order for incoming students to be better informed about maintaining their mental health from the start of their college experience.

Academic advising could also be improved in regards to both accessibility and availability so that students can receive proper guidance on course load before they learn for themselves that it might be too much. On a similar note, a majority of respondents say they are currently not talking to professors and Graduate Student Instructors about mental health, yet these students see these figures every week of the semester both inside and outside the classroom. Therefore, it would be beneficial to have them play a role in starting a dialogue on mental health with students in reference to academics. In fact, a majority of students believe GSIs and professors should be better trained to help with mental health issues. The university can provide instructors with lessons and trainings on a trauma-informed approach and how to assist students who may contact them regarding mental health issues. Additionally, they can include a list of the available campus mental health resources in their syllabi or on their bCourses class account so that students have that information readily available throughout the semester to reference to.

One of the biggest impacts anxiety has on students' lives is on their sleeping patterns, and students report that their dearth of sleep negatively impacts their mental health. In order to mitigate the root cause of this issue, anxiety, the

Recreational Sports Facility (RSF) can offer more classes on yoga, meditation, and positive thinking to allow students to clear their minds. Additionally, many students stay on campus the entire day, so promoting nap spaces on campus, like the R.E.S.T. Zones the Office of the Academic Affairs Vice President has been creating, would allow students a way to catch up on sleep.

Of all the resource mentioned in the survey, students are most comfortable utilizing the Tang Center's Counseling and Psychological Services (CPS) and nap spaces on campus. They would also like to see expansion of these two services. The University can continue to provide funding to the Office of the Academic Affairs Vice President for the establishment of R.E.S.T. Zones and increase allocation of funds for CPS. Students indicate that the wait for resources, like CPS, is a key deterrent of the use of mental health resources, even though many would agree that they would be comfortable utilizing them. This highlights the pressing need to reduce wait times. The funding can also go towards the improvement and expansion of CPS Satellite locations on campus, as students might find the resource more accessible if they can see a counselor on campus.

The university needs to consider how to better improve the quality and accessibility of the other resources and how to translate its success in publicizing for CPS at the Tang Center and nap spaces to publicizing for other resources: Confidential Care Advocates, Health Coaching, and CPS Satellite locations. Students report hearing about campus mental health resources via email and online websites, so these are two effective means to reach out to students. This means that these websites need to better maintained because students actively visit them and expect to find clear instructions on how to obtain aid. Other than from the websites, many students also obtain their knowledge from emails, perhaps signifying that University Health Services and campus administration should play a bigger role in the advocacy of mental health resources by being responsible for sending out more emails about student wellness. The University should also expand the "Wellness" tab on CalCentral to provide students with more information about how to access resources in addition to just CPS at the Tang Center.

We hope the results from our survey have established the critical need for improvements in campus mental health resources, as the health of its students should be kept an utmost priority of the University of California, Berkeley.

V. Acknowledgements

Silje Indrebo:

Assisting with the formation of the survey questionnaire and its distribution

Melissa Hsu:

Connecting us with faculty and staff members who could assist with the development of the survey and working on funding

Jeff Royal:

Reviewing the survey questionnaire and transferring the questions onto a platform that could be sent students; storage and preliminary analysis of the data

Thomas Carpenito and Lina Montoya:

Conducting statistical analysis of data and helping with data presentation

Galen Panger:

Reviewing the survey questionnaire and offering guidance about topics of interest

VI. Appendix

**Cal Student Assessment
on Mental Health (SAMH)
Survey Report | 2017**

Mental Health Survey Analysis

Tommy Carpenito and Lina Montoya

February 21, 2017

Contents

1	Demographics	2
1.1	UC Berkeley Demographics	2
1.2	Survey Demographics	3
1.3	UC Berkeley and USWBS demographic comparison	3
2	Descriptive statistics	4
2.1	General living	4
2.2	Academic Life	6
2.3	Sleeping and eating habits	7
2.4	Mental Well-being	8
2.5	Sexual Violence	9
2.6	Campus Resources	11
3	Inference	14
4	Additional Inference	17
5	Mental health vs. who utilizes services	21

1 Demographics

The following section compares the ethnic diversity of the Fall 2016 undergraduates at the University of California, Berkeley (UCB) with the profile of survey participants who completed the “Undergraduate Student Well-being Survey - 2016” (USWBS), as populated by the UCB.

1.1 UC Berkeley Demographics

Ethnicity	Count	Prop. Female	Prop. Male	Prop. Undefined	Prop. Total
African American/Black	947	0.58	0.41	0.00	0.03
Mexican American/Chicano	3056	0.59	0.41	0.00	0.10
Other Hispanic/Latino	1102	0.57	0.43	0.00	0.04
Native American/Alaska Native	172	0.58	0.41	0.01	0.01
Pacific Islander	58	0.57	0.43	0.00	0.00
Chinese	5050	0.51	0.48	0.00	0.17
Filipino	867	0.59	0.41	0.00	0.03
Japanese	461	0.57	0.43	0.00	0.02
Korean	1347	0.49	0.51	0.00	0.05
Other Asian	331	0.57	0.43	0.00	0.01
South Asian	2240	0.46	0.53	0.00	0.08
Vietnamese	907	0.58	0.42	0.00	0.03
White	7594	0.50	0.50	0.00	0.26
Decline to State	1199	0.42	0.42	0.16	0.04
International	3979	0.49	0.50	0.01	0.14
Total	29310	0.52	0.47	0.01	1.00
Underrepresented Minority Subtotal	5277	0.58	0.41	0.00	0.18

Table 1: Data representing the ethnic diversity of the Fall 2016 undergraduates at UCB. Information provided from the office of planning and development (<http://opa.berkeley.edu/uc-berkeley-fall-enrollment-data>).

This table was made in order to make a comparison with the survey demographics (Table 2). Note: underrepresented groups are defined as African American, Chicano/Latino, and Native American/Alaska Native.

1.2 Survey Demographics

Ethnicity	Count	Proportion
White	156	0.1692
Korean	21	0.0228
Chinese	115	0.1247
Filipino	15	0.0163
Japanese	9	0.0098
Vietnamese	23	0.0249
Other Asian	10	0.0108
South Asian	33	0.0358
International	40	0.0434
Decline to State	24	0.0260
Pacific Islander	7	0.0076
Other Hispanic/Latino	84	0.0911
African American/Black	93	0.1009
Mexican American/Chicano	267	0.2896
Native American/Alaska Native	25	0.0271

Table 2: Ethnicity for survey participants who completed the USWBS.

Note: ethnicity for participants was pre-populated via information on record with UCB prior to the survey being dispersed. Information in this table **does not** reflect individual responses on the USWBS part 7, demographic information.

1.3 UC Berkeley and USWBS demographic comparison

Using an α level of .05, we observe that the population of Fall 2016 undergraduates at UCB is mostly significantly different from those who completed the USWBS. Significance was not reached within the “Japanese” and “Other Asian” categories. Thus, generalizing the USWBS results to the undergraduate population of UCB may be unwise as the USWBS convenience sample appears to over-sample from underrepresented minority populations while under-sampling from other ethnic groups (such as “White”, for example).

Ethnicity	Berkeley_Prop	Survey_Prop	Difference	Significance
African American/Black	0.03	0.12	-0.09	*
Mexican American/Chicano	0.10	0.28	-0.18	*
Other Hispanic/Latino	0.04	0.10	-0.06	*
Native American/Alaska Native	0.01	0.02	-0.02	*
Pacific Islander	0.00	0.01	-0.01	*
Chinese	0.17	0.11	0.07	*
Filipino	0.03	0.02	0.01	*
Japanese	0.02	0.01	0.01	0.0665
Korean	0.05	0.03	0.02	*
Other Asian	0.01	0.01	0.00	0.7828
South Asian	0.08	0.04	0.04	*
Vietnamese	0.03	0.02	0.01	*
White	0.26	0.15	0.11	*
Decline to State	0.04	0.02	0.02	*
International	0.14	0.07	0.06	*
Total	1.00	1.00	0.00	NA
Underrepresented Minority Subtotal	0.18	0.52	-0.34	*

Table 3: Comparison between the proportions reported by UCB and those individuals who completed the USWBS. An asterisk (*) in the Significance column represents a significant difference between individuals in the Fall 2016 undergraduate population at UCB and the convenience sample from USWBS.

2 Descriptive statistics

The following section provides a breakdown of each of the questions asked and how participants responded. The following proportions were derived **only from participants where the survey status was marked “complete” or “partial complete”**. Thus, for all proceeding questions the $N = 922$ (i.e., all proportions can be multiplied by 922 to obtain the counts for each question).

Sections are broken down into the various survey subject areas: general living, academic life, sleeping and eating habits, mental well-being, sexual violence, and campus resources. The last column is always “NA,” which is the proportion of people who did not answer the question from the pool of people who answered at least one question.

2.1 General living

Questions pertaining to the “General Living” aspect of the survey. As noted on the survey, “The [general living questions] will cover satisfaction with life as well as questions about how your financial situation affects your everyday life. Please indicate your agreement with the statements below to the best of your ability.”

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree	NA
a01 The conditions of my life are excellent	0.057	0.093	0.107	0.115	0.228	0.306	0.088	0.005
a02 I am satisfied with my life	0.050	0.095	0.104	0.101	0.207	0.315	0.123	0.005
a03 I am satisfied with my living conditions	0.056	0.086	0.112	0.086	0.208	0.311	0.136	0.005
a04 Where I live, I feel safe	0.040	0.080	0.101	0.095	0.206	0.331	0.141	0.005
a07 I am confident about my financial situation	0.118	0.152	0.136	0.095	0.171	0.200	0.106	0.022
a08 Often cut back on important spending	0.114	0.121	0.146	0.093	0.154	0.234	0.115	0.022
a09 I have been concerned about money lately	0.050	0.103	0.062	0.069	0.194	0.251	0.249	0.022

	Very Poor	Poor	Fair	Good	Very Good	NA
a05 Physical Health	0.041	0.133	0.317	0.389	0.114	0.005
a06 Mental Health	0.097	0.227	0.311	0.286	0.073	0.007
a10 Satisfaction with academic life	0.060	0.125	0.295	0.380	0.119	0.022
a11 Satisfaction with social life	0.072	0.153	0.313	0.343	0.098	0.022
a12 Satisfaction with residential life	0.056	0.131	0.331	0.361	0.098	0.023

2.2 Academic Life

Following are questions pertaining to the "Academic Life" aspect of the survey. As noted on the survey, "The [academic life questions] will cover anxiety and academic stress. We would like to learn more about how academics are affecting your levels of stress, and also how you have felt within the last month. We would like to know how stress and anxiety is affecting you as it plays a large role in your general well-being."

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree	NA
b04 Academics is the main reason I am stressed in my life	0.020	0.070	0.065	0.077	0.228	0.300	0.202	0.038
b05 I feel pressured by parents' expectations to succeed	0.169	0.163	0.107	0.151	0.183	0.117	0.072	0.038
b06 I feel pressured by my own expectations to succeed	0.012	0.005	0.011	0.040	0.150	0.333	0.411	0.038
b07 My stress impacts me more physically than mentally	0.048	0.159	0.182	0.277	0.159	0.075	0.062	0.038
b08 Univ. adequately provides support with academic stress	0.092	0.117	0.120	0.291	0.180	0.137	0.025	0.038
b09 I utilize campus resources for anxiety/academic stress	0.150	0.238	0.125	0.190	0.134	0.086	0.040	0.038

	Rarely or none of the time	Some or a little of the time	Occasionally or a moderate amount of the time	All of the time	NA
b01 Past week: I felt anxious and agitated	0.114	0.280	0.311	0.266	0.029
b02 Past week: I felt stressed due to academic reasons	0.062	0.200	0.345	0.364	0.029
b03 Past week: My academic stress prevented me from maintaining my self-care	0.227	0.253	0.246	0.245	0.029

2.3 Sleeping and eating habits

Questions pertaining to the "sleeping and eating habits" aspect of the survey. As noted on the survey, "The [sleeping and eating section] will cover sleeping and eating habits. We would like to learn more about the quality and amount of sleep undergraduate students receive, as well as the extent to which they have access to and eat healthy food because sleep and diet are both essential elements of wellness."

	No	Yes	NA
c02a Sleep obstacles: Academics	0.182	0.774	0.043
c02b Sleep obstacles: Anxiety	0.465	0.491	0.043
c02c Sleep obstacles: Concerns about post-graduation	0.684	0.272	0.043
c02d Sleep obstacles: Finances	0.636	0.321	0.043
c02e Sleep obstacles: Living conditions	0.740	0.217	0.043
c02f Sleep obstacles: Social concerns	0.706	0.251	0.043
c02g Sleep obstacles: Something else (please specify)	0.844	0.113	0.043
c02h Sleep obstacles: Nothing - I am not being prevented from more sleep	0.845	0.086	0.069

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree	NA
c03 I am satisfied with the amount of sleep I usually receive	0.114	0.145	0.140	0.081	0.197	0.210	0.030	0.081
c04 The quality of my sleep is good	0.086	0.130	0.139	0.090	0.190	0.231	0.053	0.081
c05 The amount of sleep I receive makes me feel irritable	0.033	0.145	0.130	0.202	0.214	0.141	0.054	0.081
c06 The amount I sleep negatively affects my mental health	0.036	0.157	0.103	0.172	0.203	0.168	0.079	0.081
c07 I prioritize my academic performance above sleep	0.043	0.067	0.092	0.132	0.214	0.215	0.155	0.081
c08 I have a problem with daytime sleepiness	0.023	0.092	0.068	0.102	0.254	0.215	0.165	0.081
c09 I would benefit from naps during the day	0.024	0.064	0.047	0.139	0.194	0.269	0.182	0.081
c10 I eat health food that is good for my body	0.050	0.092	0.139	0.107	0.259	0.198	0.072	0.082
c11 I have easy access to places that sell healthy food	0.073	0.111	0.133	0.099	0.191	0.231	0.081	0.081
c12 I have easy access to affordable healthy food	0.146	0.153	0.146	0.110	0.155	0.161	0.048	0.081

	0-2	3-4	5-6	7-8	8-10	10+	NA
c01 Hours of sleep per day	0.002	0.065	0.418	0.389	0.070	0.010	0.046

2.4 Mental Well-being

Questions pertaining to the “Mental Well-being” aspect of the survey. As noted on the survey, “The [mental well-being section] of the survey will assess undergraduate students happiness and how they feel about life. Some of the following questions are related to feelings of depression, and responses will be used to learn more about the wellness of the undergraduate population and shape what the campus can do to address it.”

	Rarely or none of the time	Some or a little of the time	Occasionally or a moderate amount of the time	All of the time	NA
d01 Past week: I felt depressed	0.357	0.245	0.195	0.104	0.099
d02 Past week: I felt hopeful about the future	0.134	0.282	0.316	0.169	0.099
d03 Past week: I felt happy with my life	0.111	0.264	0.323	0.203	0.100
d04 Past week: I felt alone and isolated	0.279	0.280	0.219	0.124	0.099
d05 Past week: I felt like it was hard to get up from lack of energy and motivation	0.223	0.253	0.222	0.202	0.100
d06 Past week: I felt less interested in things I usually enjoy	0.332	0.256	0.196	0.116	0.100
d07 Past week: I felt upset about the way my life was heading	0.376	0.235	0.170	0.119	0.099
d08 Past week: I felt like utilizing campus resources for mental distress	0.580	0.188	0.099	0.035	0.099
d09 Past week: I felt like a bad person	0.488	0.226	0.111	0.077	0.099
d10 Past week: I found it hard to focus on the positive aspects of life	0.312	0.275	0.189	0.125	0.099

	No	Yes	NA
d12 Ever diagnosed with depression by a clinical professional	0.753	0.149	0.099

2.5 Sexual Violence

Questions pertaining to the “Sexual Violence” aspect of the survey. As noted on the survey, “The ASUC is committed to helping create a campus where sexual violence is not tolerated, where survivors are supported, and perpetrators are held accountable. The purpose of the [sexual violence section] is to identify the strengths and needs of our campus sexual violence prevention and response services. Feel free to answer all, some, or none of the questions.”

	No	Yes	NA
e01 Option to answer sexual violence prevention section	0.367	0.533	0.101

	1 = Not at all										10 = Completely comfortable/effective	NA
e02 UG Student Well-Being Survey	0.042	0.052	0.052	0.052	0.053	0.054	0.073	0.066	0.029	0.051	0.475	
e14 Sexual assault and harassment	0.050	0.017	0.028	0.018	0.064	0.054	0.051	0.060	0.021	0.023	0.614	
e15 Mental health	0.051	0.020	0.052	0.026	0.077	0.048	0.056	0.030	0.012	0.016	0.612	
e16 Maintaining a balanced lifestyle	0.053	0.022	0.049	0.037	0.080	0.050	0.046	0.025	0.010	0.014	0.615	
e17 Alcohol use	0.049	0.021	0.023	0.024	0.056	0.038	0.048	0.064	0.036	0.029	0.613	

	Yes, for information only	Yes, for support only	Yes, for both information and support	No, have not accessed	NA
e03 Tang medical services	0.053	0.011	0.025	0.422	0.489
e04 Tang social services	0.023	0.012	0.023	0.452	0.490
e05 Confidential CARE advocates	0.016	0.003	0.005	0.485	0.490
e06 Title IX office/OPHD	0.016	0.002	0.007	0.486	0.489
e07 EOP counselors	0.015	0.001	0.013	0.482	0.489
e08 Resident Assistant/Resident Director	0.030	0.007	0.012	0.461	0.490
e09 Sexual Assault Commission/Cal Consent Campaign	0.036	0.003	0.003	0.469	0.489
e10 UCPD	0.020	0.001	0.010	0.479	0.490
e11 Other	0.007	0.001	0.008	0.447	0.538

	I did not have a need	I did not know about these resources	I did not feel comfortable accessing these services	No, have not accessed
e13 Why haven't used services for information or support about sexual violence	0.279	0.009	0.025	0.688

2.6 Campus Resources

Questions pertaining to the "Campus Resources" aspect of the survey. As noted on the survey, "The [campus resources section] of the survey will address to what extent you, as an undergraduate student, are aware of and utilize resources the University of California, Berkeley offers to improve student wellness. Responses will be used to see what services are most effective and can be improved. The following questions are about your knowledge and awareness of different campus-related mental health resources."

	I have not heard about until now	I have heard about but have not used	I have used this service	NA
f01 UHS at the Tang Center: Counseling and Psychological Services	0.065	0.539	0.273	0.123
f02 Tang Center CPS Satellite Counseling Services on campus	0.356	0.401	0.121	0.121
f03 Nap spaces on campus	0.149	0.641	0.090	0.120
f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents	0.343	0.461	0.075	0.121
f05 Student to Student Peer Counseling	0.302	0.535	0.042	0.121
f06 Tang Center Health Coaching	0.379	0.465	0.035	0.121
f07 Confidential Care Advocates	0.541	0.318	0.020	0.121

	No	Yes	NA
f08a How hear about: CPS - A friend	0.562	0.248	0.190
f08b How hear about: CPS - Professor/GSI	0.716	0.094	0.190
f08c How hear about: CPS - Peer Support Organization	0.745	0.065	0.190
f08d How hear about: CPS - Flier	0.689	0.121	0.190
f08e How hear about: CPS - Email/Online Website	0.464	0.346	0.190
f08f How hear about: CPS - Other	0.716	0.094	0.190
f08g How hear about: CPS - Don't know/Don't remember	0.663	0.148	0.190
f09a How hear about: CPS campus Satellite Counseling Services - A friend	0.430	0.092	0.478
f09b How hear about: CPS campus Satellite Counseling Services - Professor/GSI	0.487	0.035	0.478
f09c How hear about: CPS campus Satellite Counseling Services - Peer Support Organization	0.484	0.038	0.478
f09d How hear about: CPS campus Satellite Counseling Services - Flier	0.469	0.053	0.478
f09e How hear about: CPS campus Satellite Counseling Services - Email/Online Website	0.350	0.171	0.478
f09f How hear about: CPS campus Satellite Counseling Services - Other	0.448	0.074	0.478
f09g How hear about: CPS campus Satellite Counseling Services - Don't know/Don't remember	0.373	0.149	0.478
f10a How hear about: Nap spaces on campus - A friend	0.411	0.319	0.270
f10b How hear about: Nap spaces on campus - Professor/GSI	0.710	0.020	0.270
f10c How hear about: Nap spaces on campus - Peer Support Organization	0.717	0.013	0.270
f10d How hear about: Nap spaces on campus - Flier	0.611	0.119	0.270
f10e How hear about: Nap spaces on campus - Email/Online Website	0.313	0.416	0.270
f10f How hear about: Nap spaces on campus - Other	0.679	0.051	0.270
f10g How hear about: Nap spaces on campus - Don't know/Don't remember	0.674	0.056	0.270
f11a How hear about: Peer Health Workers - A friend	0.395	0.139	0.466
f11b How hear about: Peer Health Workers - Professor/GSI	0.523	0.011	0.466
f11c How hear about: Peer Health Workers - Peer Support Organization	0.501	0.033	0.466
f11d How hear about: Peer Health Workers - Flier	0.427	0.106	0.466
f11e How hear about: Peer Health Workers - Email/Online Website	0.409	0.125	0.466
f11f How hear about: Peer Health Workers - Other	0.476	0.057	0.466
f11g How hear about: Peer Health Workers - Don't know/Don't remember	0.389	0.144	0.466
f12a How hear about: Student-to-Student Peer Counseling - A friend	0.447	0.129	0.424
f12b How hear about: Student-to-Student Peer Counseling - Professor/GSI	0.560	0.016	0.424
f12c How hear about: Student-to-Student Peer Counseling - Peer Support Organization	0.535	0.041	0.424
f12d How hear about: Student-to-Student Peer Counseling - Flier	0.475	0.101	0.424
f12e How hear about: Student-to-Student Peer Counseling - Email/Online Website	0.420	0.156	0.424
f12f How hear about: Student-to-Student Peer Counseling - Other	0.528	0.048	0.424
f12g How hear about: Student-to-Student Peer Counseling - Don't know/Don't remember	0.411	0.165	0.424
f13a How hear about: Tang Center Health Coaching - A friend	0.428	0.070	0.501
f13b How hear about: Tang Center Health Coaching - Professor/GSI	0.473	0.026	0.501
f13c How hear about: Tang Center Health Coaching - Peer Support Organization	0.476	0.023	0.501
f13d How hear about: Tang Center Health Coaching - Flier	0.447	0.052	0.501
f13e How hear about: Tang Center Health Coaching - Email/Online Website	0.335	0.164	0.501
f13f How hear about: Tang Center Health Coaching - Other	0.460	0.039	0.501
f13g How hear about: Tang Center Health Coaching - Don't know/Don't remember	0.320	0.179	0.501
f14a How hear about: Confidential Care Advocates - A friend	0.293	0.043	0.664
f14b How hear about: Confidential Care Advocates - Professor/GSI	0.315	0.022	0.664
f14c How hear about: Confidential Care Advocates - Peer Support Organization	0.308	0.028	0.664
f14d How hear about: Confidential Care Advocates - Flier	0.321	0.015	0.664
f14e How hear about: Confidential Care Advocates - Email/Online Website	0.238	0.099	0.664
f14f How hear about: Confidential Care Advocates - Other	0.296	0.040	0.664
f14g How hear about: Confidential Care Advocates - Don't know/Don't remember	0.214	0.123	0.664
f22a Resource expansion: Counseling and Psychological Services	0.358	0.527	0.115
f22b Resource expansion: CPS Satellite Counseling Services on campus	0.702	0.183	0.115
f22c Resource expansion: Nap spaces on campus	0.541	0.344	0.115
f22d Resource expansion: Peer Health Workers	0.822	0.063	0.115
f22e Resource expansion: Student-to-Student Peer Counseling	0.760	0.125	0.115
f22f Resource expansion: Tang Center Health Coaching	0.765	0.120	0.115
f22g Resource expansion: Confidential Care Advocates	0.802	0.084	0.115
f24 Talk with GSI/professor about mental health and resources	0.575	0.302	0.124
f25 Was information accurate, relevant and beneficial	0.024	0.277	0.700

	Very poor/Strongly disagree	Poor/Slightly disagree	Average/Neutral	Good/Slightly agree	Very Good/Strongly agree	NA
f15 Rate services: Counseling and Psychological Services	0.017	0.016	0.079	0.099	0.055	0.733
f16 Rate services: Tang Center CPS Satellite Counseling Services on campus	0.008	0.009	0.029	0.044	0.027	0.883
f17 Rate services: Nap spaces on campus	0.003	0.011	0.033	0.028	0.011	0.914
f18 Rate services: Peer Health Workers	0.002	0.001	0.022	0.027	0.020	0.928
f19 Rate services: Student-to-Student Peer Counseling	0.001	0.002	0.012	0.012	0.012	0.961
f20 Rate services: Tang Center Health Coaching	0.003	0.002	0.009	0.012	0.004	0.970
f21 Rate services: Confidential Care Advocates	0.001	0.002	0.007	0.002	0.004	0.984
f23 Wait for mental health aid impedes on students use of these resources	0.018	0.039	0.337	0.218	0.260	0.127
f26 GSIs and professors should be better trained to help with mental health issues	0.036	0.054	0.238	0.279	0.267	0.127
f27 How likely would you be to approach the Tang Center or other campus resources	0.076	0.132	0.206	0.322	0.139	0.125

3 Inference

The following tables denote, for each of the above sections, whether or not there is an association between ethnicity, gender, sexual orientation, or living status versus all of the questions in the previous sections. χ^2 tests were done to assess significance of associations at the $\alpha = 0.05$ level. For example, in the table immediately below, there is an asterisk at “I am confident about my financial situation” and “Ethnicity.” This means there is a significant association between satisfaction of living conditions and ethnicity. All p-values were adjusted for multiple comparisons using the bonferroni correction.

	Ethn.	Gender	S. Orient	Living
a01 The conditions of my life are excellent	0.6502	0.0084 *	1	0.0022 *
a02 I am satisfied with my life	1	0.1101	0.026 *	1
a03 I am satisfied with my living conditions	0.2892	0.0165 *	1	1
a04 Where I live, I feel safe	0.1628	0.0091 *	0.6861	<0.0005 *
a05 Physical Health	0.6696	<0.0005 *	0.0423 *	0.0175 *
a06 Mental Health	1	0.0325 *	0.0352 *	1
a07 I am confident about my financial situation	<0.0005 *	0.0111 *	0.3072	8e-04 *
a08 Often cut back on important spending	<0.0005 *	0.0185 *	1	0.0021 *
a09 I have been concerned about money lately	<0.0005 *	0.0492 *	1	0.2314
a10 Satisfaction with academic life	1	0.0129 *	1	0.0064 *
a11 Satisfaction with social life	0.596	1	1	0.8119
a12 Satisfaction with residential life	0.894	0.6788	1	<0.0005 *

Table 4: Table of p-values and significance for General Living section

	Ethn.	Gender	S. Orient	Living
b01 Past week: I felt anxious and agitated	1	<0.0005 *	0.0159 *	1
b02 Past week: I felt stressed due to academic reasons	1	0.0873	0.4114	1
b03 Past week: My academic stress prevented me from maintaining my self-care	1	8e-04 *	0.888	1
b04 Academics is the main reason I am stressed in my life	0.5753	1	1	1
b05 I feel pressured by parents’ expectations to succeed	7e-04 *	0.1058	1	0.0173 *
b06 I feel pressured by my own expectations to succeed	1	0.1536	1	1
b07 My stress impacts me more physically than mentally	1	0.0457 *	1	0.0273 *
b08 Univ. adequately provides support with academic stress	1	0.0016 *	0.3647	0.0224 *
b09 I utilize campus resources for anxiety/academic stress	1	0.0048 *	0.1466	1

Table 5: Table of p-values and significance for Academic life section

	Ethn.	Gender	S. Orient	Living
c01 Hours of sleep per day	1	0.051	1	1
c02a Sleep obstacles: Academics	1	0.504	1	1
c02b Sleep obstacles: Anxiety	1	7e-04	* 0.022	* 1
c02c Sleep obstacles: Concerns about post-graduation	0.0034	* 0.2771	1	0.0026 *
c02d Sleep obstacles: Finances	<0.0005	* 0.6929	0.6158	<0.0005 *
c02e Sleep obstacles: Living conditions	1	1	1	1
c02f Sleep obstacles: Social concerns	1	1	0.201	1
c02g Sleep obstacles: Something else (please specify)	1	1	1	0.0457 *
c02h Sleep obstacles: Nothing - I am not being prevented from more sleep	1	1	1	1
c03 I am satisfied with the amount of sleep I usually receive	1	0.0253	* 1	1
c04 The quality of my sleep is good	0.2074	1	1	1
c05 The amount of sleep I receive makes me feel irritable	0.0571	0.0108	* 1	1
c06 The amount I sleep negatively affects my mental health	1	0.0666	1	0.4514
c07 I prioritize my academic performance above sleep	1	0.0045	* 0.2192	0.6483
c08 I have a problem with daytime sleepiness	1	0.0051	* 0.0501	0.6647
c09 I would benefit from naps during the day	1	0.3072	1	1
c10 I eat health food that is good for my body	0.12	0.5977	0.8133	1
c11 I have easy access to places that sell healthy food	1	1	0.5566	1
c12 I have easy access to affordable healthy food	1	1	1	0.1843

Table 6: Table of p-values and significance for Sleeping and eating habits section

	Ethn.	Gender	S. Orient	Living
d01 Past week: I felt depressed	1	0.0128	* <0.0005	* 0.2104
d02 Past week: I felt hopeful about the future	0.8553	0.0055	* 1	0.8027
d03 Past week: I felt happy with my life	1	0.8869	1	1
d04 Past week: I felt alone and isolated	0.4004	0.0509	0.0361	* 1
d05 Past week: I felt like it was hard to get up from lack of energy and motivation	1	0.0092	* <0.0005	* 0.2236
d06 Past week: I felt less interested in things I usually enjoy	0.4703	0.11	<0.0005	* 1
d07 Past week: I felt upset about the way my life was heading	0.3109	1	0.0486	* 1
d08 Past week: I felt like utilizing campus resources for mental distress	0.7079	<0.0005	* 0.0029	* 0.0043 *
d09 Past week: I felt like a bad person	1	8e-04	* 0.0075	* 1
d10 Past week: I found it hard to focus on the positive aspects of life	1	0.0123	* <0.0005	* 0.031 *
d11 In the past month I felt like utilizing campus resources for mental distress	1	1	0.5339	1
d12 Ever diagnosed with depression by a clinical professional	0.1571	<0.0005	* <0.0005	* 0.0285 *

Table 7: Table of p-values and significance for Mental well-being section

	Ethn.	Gender	S. Orient	Living
e01 Option to answer sexual violence prevention section	0.0014	* 0.0061	* 0.7612	1
e02 UG Student Well-Being Survey	1	0.0381	* 1	1
e03 Tang medical services	0.007	* 1	0.9157	1
e04 Tang social services	1	0.6354	1	0.0024 *
e05 Confidential CARE advocates	1	<0.0005	* 1	0.3916
e06 Title IX office/OPHD	1	<0.0005	* 1	0.6083
e07 EOP counselors	1	<0.0005	* 1	1
e08 Resident Assistant/Resident Director	1	<0.0005	* 1	1
e09 Sexual Assault Commission/Cal Consent Campaign	1	1	1	1
e10 UCPD	1	<0.0005	* 1	1
e11 Other	1	<0.0005	* 1	1
e13 Why haven't used services for information or support about sexual violence	1	<0.0005	* 0.1585	0.1102
e14 Sexual assault and harassment	1	0.1894	0.0076	* 1
e15 Mental health	1	1	1	1
e16 Maintaining a balanced lifestyle	1	1	1	1
e17 Alcohol use	1	1	1	1

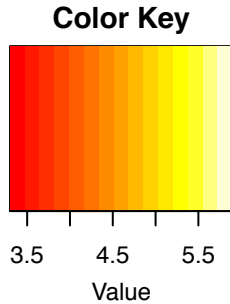
Table 8: Table of p-values and significance for Sexual violence section

	Ethn.	Gender	S. Orient	Living
f01 UHS at the Tang Center: Counseling and Psychological Services	1	0.0337 *	<0.0005 *	0.1035
f02 Tang Center CPS Satellite Counseling Services on campus	1	1	0.0026 *	1
f03 Nap spaces on campus	0.0123 *	1	1	0.0061 *
f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents	1	1	1	<0.0005 *
f05 Student to Student Peer Counseling	1	0.0038 *	1	0.3252
f06 Tang Center Health Coaching	1	5e-04 *	1	<0.0005 *
f07 Confidential Care Advocates	1	<0.0005 *	1	0.0368 *
f08a How hear about: CPS - A friend	1	1	1	1
f08b How hear about: CPS - Professor/GSI	1	1	1	0.1036
f08c How hear about: CPS - Peer Support Organization	0.141	0.598	1	1
f08d How hear about: CPS - Flier	1	1	1	0.0474 *
f08e How hear about: CPS - Email/Online Website	1	1	1	1
f08f How hear about: CPS - Other	1	1	1	1
f08g How hear about: CPS - Don't know/Don't remember	1	1	1	1
f09a How hear about: CPS campus Satellite Counseling Services - A friend	1	1	1	1
f09b How hear about: CPS campus Satellite Counseling Services - Professor/GSI	0.735	1	1	1
f09c How hear about: CPS campus Satellite Counseling Services - Peer Support Organization	1	1	1	1
f09d How hear about: CPS campus Satellite Counseling Services - Flier	1	1	1	0.246
f09e How hear about: CPS campus Satellite Counseling Services - Email/Online Website	1	1	1	1
f09f How hear about: CPS campus Satellite Counseling Services - Other	1	1	1	1
f09g How hear about: CPS campus Satellite Counseling Services - Don't know/Don't remember	1	1	1	1
f10a How hear about: Nap spaces on campus - A friend	1	1	1	1
f10b How hear about: Nap spaces on campus - Professor/GSI	1	1	1	1
f10c How hear about: Nap spaces on campus - Peer Support Organization	1	1	1	1
f10d How hear about: Nap spaces on campus - Flier	1	0.9227	1	1
f10e How hear about: Nap spaces on campus - Email/Online Website	1	0.1475	1	1
f10f How hear about: Nap spaces on campus - Other	0.2354	1	1	1
f10g How hear about: Nap spaces on campus - Don't know/Don't remember	1	0.0642	1	1
f11a How hear about: Peer Health Workers - A friend	1	1	1	0.143
f11b How hear about: Peer Health Workers - Professor/GSI	1	<0.0005 *	1	1
f11c How hear about: Peer Health Workers - Peer Support Organization	1	1	1	1
f11d How hear about: Peer Health Workers - Flier	1	1	1	1
f11e How hear about: Peer Health Workers - Email/Online Website	1	1	1	1
f11f How hear about: Peer Health Workers - Other	1	1	1	1
f11g How hear about: Peer Health Workers - Don't know/Don't remember	1	1	1	1
f12a How hear about: Student-to-Student Peer Counseling - A friend	1	1	1	1
f12b How hear about: Student-to-Student Peer Counseling - Professor/GSI	1	1	1	1
f12c How hear about: Student-to-Student Peer Counseling - Peer Support Organization	1	0.188	1	1
f12d How hear about: Student-to-Student Peer Counseling - Flier	1	1	0.7308	1
f12e How hear about: Student-to-Student Peer Counseling - Email/Online Website	1	1	1	1
f12f How hear about: Student-to-Student Peer Counseling - Other	1	1	1	1
f12g How hear about: Student-to-Student Peer Counseling - Don't know/Don't remember	1	0.8242	1	1
f13a How hear about: Tang Center Health Coaching - A friend	1	1	1	1
f13b How hear about: Tang Center Health Coaching - Professor/GSI	1	1	1	1
f13c How hear about: Tang Center Health Coaching - Peer Support Organization	1	0.0128 *	1	1
f13d How hear about: Tang Center Health Coaching - Flier	1	1	1	1
f13e How hear about: Tang Center Health Coaching - Email/Online Website	1	1	1	1
f13f How hear about: Tang Center Health Coaching - Other	1	1	1	0.0917
f13g How hear about: Tang Center Health Coaching - Don't know/Don't remember	1	1	1	1
f14a How hear about: Confidential Care Advocates - A friend	1	0.3253	1	1
f14b How hear about: Confidential Care Advocates - Professor/GSI	1	1	1	0.3437
f14c How hear about: Confidential Care Advocates - Peer Support Organization	1	1	0.6236	1
f14d How hear about: Confidential Care Advocates - Flier	1	1	1	1
f14e How hear about: Confidential Care Advocates - Email/Online Website	1	1	1	1
f14f How hear about: Confidential Care Advocates - Other	1	1	1	1
f14g How hear about: Confidential Care Advocates - Don't know/Don't remember	1	1	1	1
f15 Rate services: Counseling and Psychological Services	1	1	1	1
f16 Rate services: Tang Center CPS Satellite Counseling Services on campus	1	1	1	1
f17 Rate services: Nap spaces on campus	1	1	1	1
f18 Rate services: Peer Health Workers	1	0.201	1	0.3043
f19 Rate services: Student-to-Student Peer Counseling	1	1	1	1
f20 Rate services: Tang Center Health Coaching	1	1	1	1
f21 Rate services: Confidential Care Advocates	1	1	1	1
f22a Resource expansion: Counseling and Psychological Services	1	0.0497 *	0.5768	1
f22b Resource expansion: CPS Satellite Counseling Services on campus	1	1	1	1
f22c Resource expansion: Nap spaces on campus	1	1	1	1
f22d Resource expansion: Peer Health Workers	1	0.9146	1	1
f22e Resource expansion: Student-to-Student Peer Counseling	1	1	1	1
f22f Resource expansion: Tang Center Health Coaching	1	1	1	1
f22g Resource expansion: Confidential Care Advocates	1	1	1	1
f23 Wait for mental health aid impedes on students use of these resources	1	1	1	0.0341 *
f24 Talk with GSI/professor about mental health and resources	1	1	1	1
f25 Was information accurate, relevant and beneficial	1	1	1	1
f26 GSIs and professors should be better trained to help with mental health issues	0.6313	0.0034 *	1	1
f27 How likely would you be to approach the Tang Center or other campus resources	1	1	1	1

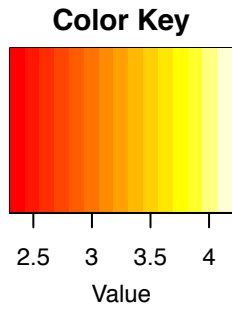
Table 9: Table of p-values and significance for Campus Resources section

4 Additional Inference

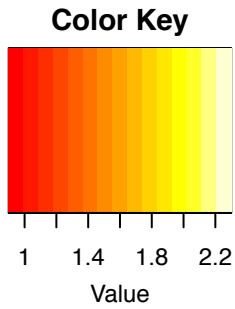
This section displays two heatmaps to identify possible trends in the data. Note, values in the heatmaps are an average of the likert scale scores. Thus, a value of 3.5 represents that across all individuals in a given category the average response on the likert scale was between 3 and 4.



4.8	5	5	5.2	4.5	4.5	5	White(n=156)
4.7	4.9	4.5	4.8	3.9	4	5.2	Other Hispanic/Latino(n=84)
4.4	4.7	4.6	4.9	3.3	3.5	5.6	African American/Black(n=93)
4.4	4.4	4.7	5	3.4	3.6	5	Native American/Alaska Native(n=25)
4.4	4.6	4.6	4.8	3.5	3.6	5.6	Mexican American/Chicano(n=267)
4.9	4.4	4.7	4.1	3.7	4.3	5.5	Korean(n=21)
4.5	4.6	4.5	3.6	3.9	4.3	5.8	Filipino(n=15)
4.9	5	5.4	5.2	5.3	5.4	4	South Asian(n=33)
5.9	5.9	5.6	5.1	5.2	5.6	4.9	Japanese(n=9)
4	4.3	4.5	4.8	4.4	4.7	4.4	International(n=40)
5.3	5.2	5.1	4.9	5.4	5.5	4.6	Decline to State(n=24)
3.7	4.4	4	4.7	4	3.9	5.6	Pacific Islander(n=7)
5.1	5	5.1	5.2	5.2	5.5	3.9	Chinese(n=115)
4.3	4.4	4.6	4.5	3.7	3.7	4.9	Vietnamese(n=23)
5.1	4.4	4.7	4.7	4.3	4.7	4.9	Other Asian(n=10)
4.8	4.8	4.8	5.1	4.5	4.5	4.8	Male(n=337)
4.6	4.7	4.8	4.8	3.9	4.1	5.2	Female(n=585)
4.8	4.9	4.9	5	4.2	4.4	4.9	Heterosexual(n=665)
4.3	4.3	4.4	4.3	4.1	4.3	5.1	Gay or lesbian(n=39)
4.3	4.1	4.6	4.7	3.5	3.6	5.7	Bisexual/Pansexual(n=84)
4.2	4.5	4.8	5.5	3.5	3.9	5.9	Other(n=20)
a01	a02	a03	a04	a07	a08	a09	



3.7	3.1	3.6	3.3	3.5	White(n=156)
3.2	3	3.6	3.3	3.2	Other Hispanic/Latino(n=84)
3.4	3	3.3	3.1	3.3	African American/Black(n=93)
3.3	2.8	3.5	3.2	3	Native American/Alaska Native(n=25)
3.3	2.9	3.2	3.2	3.2	Mexican American/Chicano(n=267)
3.3	3	3.2	3.4	3.2	Korean(n=21)
3.4	2.7	2.8	2.9	3.3	Filipino(n=15)
3.6	3.3	3.5	3.2	3.6	South Asian(n=33)
3.3	3.4	3.6	4.2	3.7	Japanese(n=9)
3.4	2.9	3.5	3	3.2	International(n=40)
3.5	3.4	3.5	3.7	3.4	Decline to State(n=24)
3.4	2.7	3.3	2.7	2.3	Pacific Islander(n=7)
3.4	3.2	3.4	3.3	3.5	Chinese(n=115)
3.1	3	3	3.1	3.3	Vietnamese(n=23)
3.7	2.5	2.9	2.6	3.1	Other Asian(n=10)
3.5	3.2	3.4	3.3	3.4	Male(n=337)
3.4	2.9	3.3	3.2	3.3	Female(n=585)
3.5	3.1	3.4	3.3	3.4	Heterosexual(n=665)
3.2	2.9	3.4	2.9	3.3	Gay or lesbian(n=39)
3.1	2.6	3.3	3	3.2	Bisexual/Pansexual(n=84)
3	2.6	3.6	3	3.3	Other(n=20)
a05	a06	a10	a11	a12	

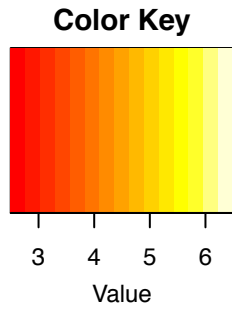


1.7	2.1	1.5	White(n=156)
1.8	2	1.6	Other Hispanic/Latino(n=84)
1.8	2.1	1.6	African American/Black(n=93)
2.1	2.2	1.6	Native American/Alaska Native(n=25)
1.8	2.1	1.7	Mexican American/Chicano(n=267)
1.5	1.9	1.6	Korean(n=21)
1.6	2.2	1.5	Filipino(n=15)
1.6	1.9	1.2	South Asian(n=33)
2	2.3	1.8	Japanese(n=9)
1.8	1.8	1.5	International(n=40)
1.6	2	0.9	Decline to State(n=24)
2	2.3	1.9	Pacific Islander(n=7)
1.5	1.8	1.2	Chinese(n=115)
1.9	2.2	2.1	Vietnamese(n=23)
2	2.1	2	Other Asian(n=10)
1.6	1.9	1.3	Male(n=337)
1.9	2.1	1.7	Female(n=585)
1.7	2	1.5	Heterosexual(n=665)
1.9	1.9	1.6	Gay or lesbian(n=39)
2.2	2.3	1.8	Bisexual/Pansexual(n=84)
1.9	2	1.4	Other(n=20)

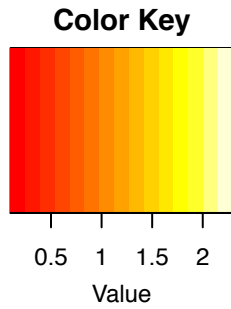
b01

b02

b03



5.1	3.6	6.2	3.6	3.7	3.1	White(n=156)
5.1	3.4	5.9	3.9	4.1	3.5	Other Hispanic/Latino(n=84)
5.1	3.5	6	3.9	3.7	3.7	African American/Black(n=93)
5	3.3	6	3.7	4	3.9	Native American/Alaska Native(n=25)
5.4	3.6	6.1	4	4	3.5	Mexican American/Chicano(n=267)
5.1	4.4	6.1	4.3	3.9	3.9	Korean(n=21)
5.1	4.5	6.3	4.2	3.6	2.9	Filipino(n=15)
5.3	3.6	6.5	3.8	3.7	2.8	South Asian(n=33)
5.3	4.1	6.3	3.8	4.3	3.4	Japanese(n=9)
4.6	3.6	5.7	4	3.9	3.3	International(n=40)
5.5	4.2	6.5	4.1	4.2	2.5	Decline to State(n=24)
4.4	4.9	5.9	4.4	2.9	4	Pacific Islander(n=7)
5.2	3.9	5.8	3.6	4.1	3.2	Chinese(n=115)
5.1	4.5	6.2	4.1	3.9	3.2	Vietnamese(n=23)
6	4	5.9	2.8	3.3	3.7	Other Asian(n=10)
5.1	3.5	5.9	3.6	3.9	3.1	Male(n=337)
5.3	3.8	6.2	4	3.9	3.5	Female(n=585)
5.3	3.7	6	3.8	4	3.3	Heterosexual(n=665)
4.9	3.5	6.2	4.1	3.6	3.3	Gay or lesbian(n=39)
5	3.5	6.2	3.9	3.5	3.9	Bisexual/Pansexual(n=84)
4.6	2.8	5.8	3.6	3.7	3.8	Other(n=20)
b04	b05	b06	b07	b08	b09	



1	1.8	1.8	1.2	1.3	1.1	0.9	0.5	0.7	1.1	White(n=156)
1	1.6	1.7	1.2	1.6	1.1	1	0.6	0.7	1.1	Other Hispanic/Latino(n=84)
1.1	1.6	1.7	1.3	1.5	1.1	0.9	0.6	0.6	1.2	African American/Black(n=93)
1	1.7	1.6	1.4	1.6	1.2	1.1	0.7	0.7	1	Native American/Alaska Native(n=25)
1.2	1.5	1.6	1.3	1.5	1.1	1.1	0.6	0.9	1.2	Mexican American/Chicano(n=267)
0.7	1.6	1.8	1	1.3	1	1.1	0.4	0.9	1.1	Korean(n=21)
1.2	1.3	1.5	1.2	1.3	1.1	1.3	0.8	0.9	1.3	Filipino(n=15)
0.9	1.6	1.7	0.8	1.3	1.2	0.9	0.3	0.6	1	South Asian(n=33)
0.8	2	2.3	0.4	1.2	1	0.8	0.7	1.2	1.1	Japanese(n=9)
1.2	1.2	1.5	1.2	1.6	1.2	1.2	0.9	0.7	1.3	International(n=40)
0.8	2	2	1	1.1	0.6	0.8	0.1	0.3	0.6	Decline to State(n=24)
1.4	1.6	1.6	1.7	1.6	1.1	1.3	0.4	1.1	1.1	Pacific Islander(n=7)
0.8	1.5	1.7	1	1.4	0.9	1	0.3	0.6	1	Chinese(n=115)
1.5	1.5	1.7	1.8	2	1.5	1.7	1.1	1.4	1.8	Vietnamese(n=23)
1.6	0.9	1.3	1.7	1.7	1.4	1.4	0.6	1.1	1.6	Other Asian(n=10)
0.9	1.7	1.8	1.1	1.3	1	1	0.5	0.6	1	Male(n=337)
1.1	1.5	1.6	1.3	1.5	1.1	1	0.6	0.8	1.2	Female(n=585)
1	1.6	1.7	1.1	1.4	1	1	0.5	0.7	1	Heterosexual(n=665)
1.1	1.5	1.4	1.5	1.5	1.3	1.2	0.7	0.9	1.4	Gay or lesbian(n=39)
1.6	1.5	1.5	1.5	2	1.6	1.4	0.9	1.2	1.6	Bisexual/Pansexual(n=84)
1.6	1.6	1.6	1.8	1.8	1.1	1.2	1.1	1.2	1.9	Other(n=20)
d01	d02	d03	d04	d05	d06	d07	d08	d09	d10	

5 Mental health vs. who utilizes services

f01 UHS at the Tang Center: Counseling and Psychological Services				
d01 Past week: I felt depressed	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	24	239	59	
Some or a little of the time	20	137	64	
Occasionally or a moderate amount of time	10	89	75	
Most or all of the time	6	32	54	

f01 UHS at the Tang Center: Counseling and Psychological Services				
d02 Past week: I felt hopeful about the future	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	8	60	51	
Some or a little of the time	12	162	81	
Occasionally or a moderate amount of time	30	173	79	
Most or all of the time	10	102	41	

f01 UHS at the Tang Center: Counseling and Psychological Services				
d03 Past week: I felt happy with my life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	6	49	44	
Some or a little of the time	11	135	89	
Occasionally or a moderate amount of time	33	180	78	
Most or all of the time	10	133	40	

f01 UHS at the Tang Center: Counseling and Psychological Services				
d04 Past week: I felt alone and isolated	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	21	177	54	
Some or a little of the time	18	169	67	
Occasionally or a moderate amount of time	14	91	87	
Most or all of the time	7	60	44	

f02 Tang Center CPS Satellite Counseling Services on campus				
d01 Past week: I felt depressed	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	139	158	25	
Some or a little of the time	93	103	26	
Occasionally or a moderate amount of time	62	77	35	
Most or all of the time	34	32	26	
f02 Tang Center CPS Satellite Counseling Services on campus				
d02 Past week: I felt hopeful about the future	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	54	45	20	
Some or a little of the time	91	128	37	
Occasionally or a moderate amount of time	117	131	34	
Most or all of the time	66	66	21	
f02 Tang Center CPS Satellite Counseling Services on campus				
d03 Past week: I felt happy with my life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	40	39	20	
Some or a little of the time	90	107	39	
Occasionally or a moderate amount of time	117	142	32	
Most or all of the time	81	82	20	
f02 Tang Center CPS Satellite Counseling Services on campus				
d04 Past week: I felt alone and isolated	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	112	120	20	
Some or a little of the time	93	125	36	
Occasionally or a moderate amount of time	81	77	35	
Most or all of the time	42	48	21	
f03 Nap spaces on campus				
d01 Past week: I felt depressed	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	41	255	26	
Some or a little of the time	45	155	22	
Occasionally or a moderate amount of time	30	130	15	
Most or all of the time	21	51	20	
f03 Nap spaces on campus				
d02 Past week: I felt hopeful about the future	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	25	82	12	
Some or a little of the time	48	187	21	
Occasionally or a moderate amount of time	45	211	27	
Most or all of the time	19	111	23	
f03 Nap spaces on campus				
d03 Past week: I felt happy with my life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	24	65	10	
Some or a little of the time	48	171	18	
Occasionally or a moderate amount of time	45	216	30	
Most or all of the time	19	139	25	
f03 Nap spaces on campus				
d04 Past week: I felt alone and isolated	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	42	191	19	
Some or a little of the time	35	188	31	
Occasionally or a moderate amount of time	36	142	16	
Most or all of the time	24	70	17	
f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents				
d01 Past week: I felt depressed	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	113	185	24	
Some or a little of the time	92	116	14	
Occasionally or a moderate amount of time	72	85	17	
Most or all of the time	39	39	14	
f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents				
d02 Past week: I felt hopeful about the future	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	58	54	7	
Some or a little of the time	104	134	18	
Occasionally or a moderate amount of time	102	155	25	
Most or all of the time	52	82	19	
f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents				
d03 Past week: I felt happy with my life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	43	49	7	
Some or a little of the time	100	121	15	
Occasionally or a moderate amount of time	113	156	22	
Most or all of the time	59	99	25	

f04 Peer Health Workers for IFC, PHC, Housing, CoOp residents				
d04 Past week: I felt alone and isolated	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	95	143	14	
Some or a little of the time	89	135	30	
Occasionally or a moderate amount of time	79	103	11	
Most or all of the time	53	44	14	

		f05 Student to Student Peer Counseling		
d05 Past week: I felt like it was hard to get up from lack of energy and motivation	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	71	124		7
Some or a little of the time	79	139		11
Occasionally or a moderate amount of time	68	122		8
Most or all of the time	60	107		13

		f05 Student to Student Peer Counseling		
d06 Past week: I felt less interested in things I usually enjoy	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	103	188		12
Some or a little of the time	81	140		10
Occasionally or a moderate amount of time	55	114		8
Most or all of the time	39	50		9

		f05 Student to Student Peer Counseling		
d07 Past week: I felt upset about the way my life was heading	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	115	214		11
Some or a little of the time	74	128		10
Occasionally or a moderate amount of time	52	94		6
Most or all of the time	37	57		12

f05 Student to Student Peer Counseling				
d08 Past week: I felt like utilizing campus resources for mental distress	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	196	313	14	
Some or a little of the time	50	109	10	
Occasionally or a moderate amount of time	25	55	8	
Most or all of the time	7	16	7	

f05 Student to Student Peer Counseling				
d09 Past week: I felt like a bad person	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	154	274	13	
Some or a little of the time	77	111	13	
Occasionally or a moderate amount of time	26	66	8	
Most or all of the time	21	42	5	

f05 Student to Student Peer Counseling				
d10 Past week: I found it hard to focus on the positive aspects of life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	97	179	8	
Some or a little of the time	90	148	10	
Occasionally or a moderate amount of time	53	104	12	
Most or all of the time	38	62	9	

f06 Tang Center Health Coaching				
d05 Past week: I felt like it was hard to get up from lack of energy and motivation	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	84	112	6	
Some or a little of the time	96	124	9	
Occasionally or a moderate amount of time	83	109	6	
Most or all of the time	85	84	11	

f06 Tang Center Health Coaching				
d06 Past week: I felt less interested in things I usually enjoy	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	121	174	8	
Some or a little of the time	89	129	13	
Occasionally or a moderate amount of time	76	96	5	
Most or all of the time	62	30	6	

f06 Tang Center Health Coaching				
d07 Past week: I felt upset about the way my life was heading	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	139	193	8	
Some or a little of the time	88	112	12	
Occasionally or a moderate amount of time	66	83	3	
Most or all of the time	56	41	9	

f06 Tang Center Health Coaching				
d08 Past week: I felt like utilizing campus resources for mental distress	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	221	286	16	
Some or a little of the time	77	87	5	
Occasionally or a moderate amount of time	39	45	4	
Most or all of the time	12	11	7	

f06 Tang Center Health Coaching				
d09 Past week: I felt like a bad person	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	194	235	12	
Some or a little of the time	87	102	12	
Occasionally or a moderate amount of time	35	61	4	
Most or all of the time	33	31	4	

f06 Tang Center Health Coaching				
d10 Past week: I found it hard to focus on the positive aspects of life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	116	160	8	
Some or a little of the time	99	137	12	
Occasionally or a moderate amount of time	75	87	7	
Most or all of the time	59	45	5	

f07 Confidential Care Advocates				
d05 Past week: I felt like it was hard to get up from lack of energy and motivation	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	122	75	5	
Some or a little of the time	145	81	3	
Occasionally or a moderate amount of time	117	76	5	
Most or all of the time	114	61	5	

f07 Confidential Care Advocates				
d06 Past week: I felt less interested in things I usually enjoy	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	181	119	3	
Some or a little of the time	143	82	6	
Occasionally or a moderate amount of time	106	67	4	
Most or all of the time	68	25	5	

		f07 Confidential Care Advocates		
d07 Past week: I felt upset about the way my life was heading	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	206	127		7
Some or a little of the time	130	79		3
Occasionally or a moderate amount of time	94	55		3
Most or all of the time	69	32		5

		f07 Confidential Care Advocates		
d08 Past week: I felt like utilizing campus resources for mental distress	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	334	183		6
Some or a little of the time	99	66		4
Occasionally or a moderate amount of time	46	40		2
Most or all of the time	20	4		6

		f07 Confidential Care Advocates		
d09 Past week: I felt like a bad person	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	277	160		4
Some or a little of the time	127	65		9
Occasionally or a moderate amount of time	52	46		2
Most or all of the time	43	22		3

		f07 Confidential Care Advocates		
d10 Past week: I found it hard to focus on the positive aspects of life	I have not heard about until now	I have heard about but have not used	I have used this service	
Rarely or none of the time	167	114		3
Some or a little of the time	161	83		4
Occasionally or a moderate amount of time	99	63		7
Most or all of the time	72	33		4

