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# California Community Colleges Student Mental Health Program: Evaluation Update

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## Evaluation

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- Practical value
- Identify successes
- Build foundation for future evaluations

## Primary Outcome

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...to maximize the likelihood that students in need of mental health services are getting them

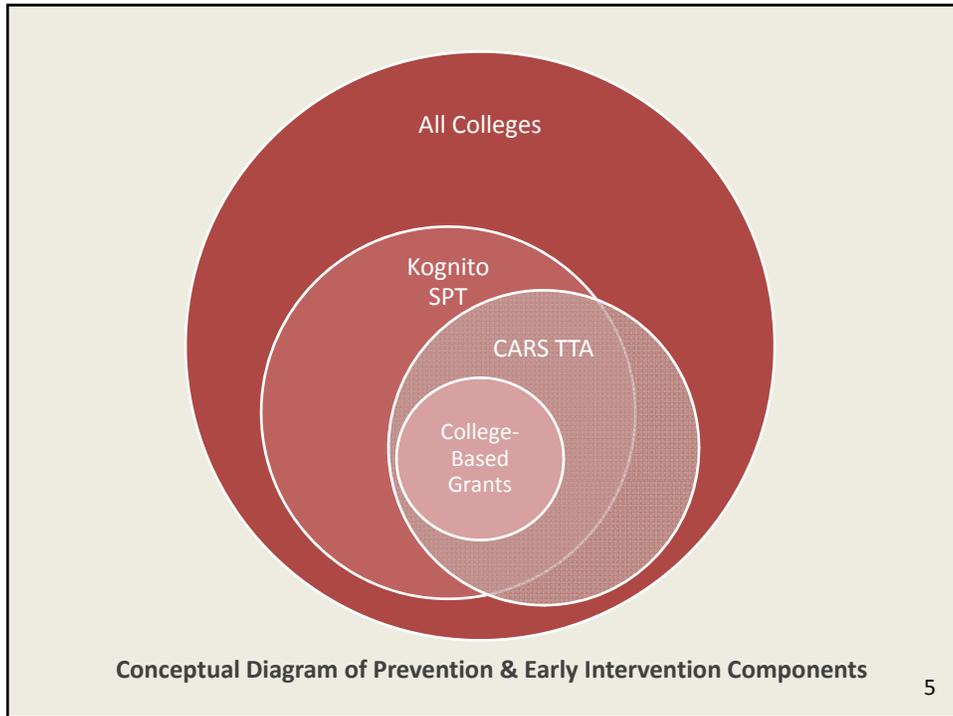
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## Major Components of CCC SMHP

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- **Suicide Prevention Training (SPT)**  
Kognito Interactive
- **Training and Technical Assistance (TTA)**  
Center for Applied Research Solutions (CARS)
- **Campus Based Grant (CBG) Program**  
CCC SMHP—partnership between the Chancellor's Office (CCCCO) and the Foundation for California Community Colleges (FCCC)

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## Each College, then...

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...represents a combination of strategies to further the objective of bringing services to students in need.

## PIRE's Overarching Question:

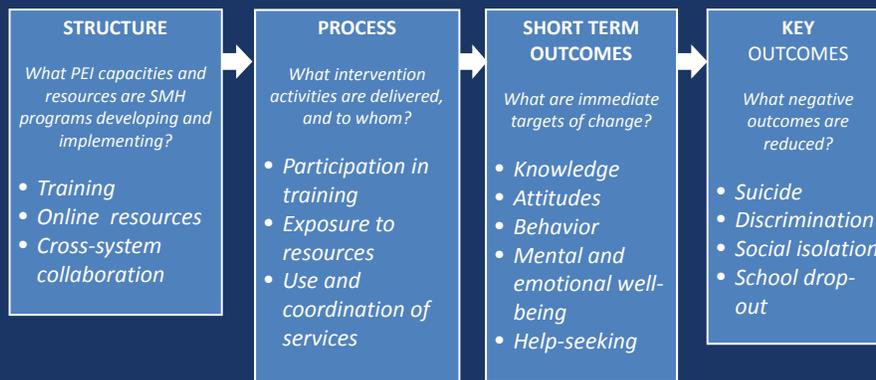
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“What contributes to the highest prevalence of identification and referral among students in need of mental health services?”

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## Statewide Evaluation Framework

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## Types of Questions We Plan to Address

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- Assessment questions
- Immediate or proximal impact of program components
- Ultimate impact of program components

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## Types of Data

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- Basic Descriptive Data
- Campus Infrastructure
- Prevention & Early Intervention Activities
- Basic Outcome Data

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# Sources of Data

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- **Training Surveys**
  - Kognito Online Training Survey
  - Training and Technical Assistance (TTA) Survey (CARS-developed)
  - CCC Campus Training Survey (RAND-developed)
  - RSF Survey and materials (RAND-developed)
- **Pre/Post Comparison Surveys**
  - Capacity Survey of Mental Health Services (PIRE-developed)
  - ACHA/NCHA Survey
  - CalMHSa Higher Education Student Survey (RAND + PIRE-developed)
  - CalMHSa Higher Education Faculty/Staff Survey (RAND-developed)
- **Regular Reporting (CBGs only)**
  - Monthly Invoice and Work Plan Progress Report
  - Quarterly Report

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## Training Surveys

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# Kognito Online Training Survey

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## Purpose

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To assess the knowledge and skills gained by participants in the Kognito online “Avatar” suicide prevention training, including:

- How to identify, approach, and refer at-risk students
- How to recognize when participants, themselves, need help

## Methods

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- Anonymous, online survey of faculty, staff, student, and veteran participants
  - Online survey automatically administered before and after each training module
  - Email link to follow-up survey sent to participants 90 days after training
  - *College has no direct responsibility in data collection*

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## Training and Technical Assistance (TTA) Survey

# Purpose

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To assess the impact of TTA on the CCC system's capacity to:

- Implement and sustain prevention and early intervention strategies
- Identify and address the mental health needs of students
- Promote sustainable student mental health systems and policies

# Methods

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- TTA providers conduct post surveys with TTA participants
  - TTA providers administer **paper** survey following on-site TTA (e.g., customized campus TTA, regional workshops)
  - TTA providers administer **online** survey following off-site TTA (e.g., webinars, conference calls) and at follow-up
- *College has no direct responsibility in data collection.*

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# CCC Campus Training Survey

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## Purpose

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To learn about:

- The impact of CalMHSAs-supported trainings on the skills and behaviors of participants (both students and faculty/staff)

# Content

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Constructs include:

- Quality and cultural competence of training
- Participants' change in skills
  - Knowledge of warning signs and referral resources
  - Confidence in responding to students with needs
- Participants' change in behaviors
  - Responses to student in distress

# Methods

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- Anonymous, online survey
  - <5 minutes to complete
- Website link accessible by cell phone or computer

# Role of College

## Trainer responsibilities include:

- Documentation of training in online worksheet
- Distribution of cell phone text address/website link
  - Scripts, slide/handout, and website provided by RAND
  - Data management and analysis by RAND



# Timeframe

- Administer training survey following every CalMHSa-supported training\*
- Log training in online activities worksheet
- Implement from this point forward
  - For previous trainings, document in Quarterly Report (date, topic, attendance)

\*Kognito and ASIST training exceptions (see next slide)

## 2 Exceptions

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- Kognito Trainings
  - Online evaluation surveys are standard practice
    - Overlap with statewide items
  - Log training into Quarterly Report *(only)*
- ASIST Trainings
  - Evaluation surveys integrate statewide items
  - Log training into Quarterly Report *(only)*

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## Regional Strategizing Forum (RSF) Survey and Materials

## Purpose

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To learn about:

- The impact of RSFs on participants' knowledge and opportunities to collaborate regionally to address student mental health issues

## Content

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Survey constructs include:

- The characteristics of participants in RSFs
  - Role, affiliation
- Quality and cultural competence of forum
- Knowledge of SMH resources and collaboration opportunities

## Methods

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- Paper survey distributed to all participants at end of RSF
  - <5 minutes to complete

## Role of College

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### Responsibilities include:

- Distribution and collection of surveys at RSFs
- Documentation of RSF logistics and participants
  - Entered in Excel based on registration/sign-in
- Submission of RSF agenda and presentation materials
  - Submit all surveys, Excel log, and materials to FCCC

# Timeframe

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- Administer RSF survey following every forum
- Implement from this point forward
  - Submit all data/materials within 10 days (after event)
- For previous RSFs:
  - Document in Quarterly Report
  - Submit log and participant list (Excel) as available
  - Submit agenda and presentation materials
  - Submit (other) evaluation surveys (if distributed)

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## Pre/Post Comparison Surveys

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## Capacity Survey of Mental Health Services

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## Purpose

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- Assess capacity / infrastructure of campuses' mental health services
- Assess campuses' relationships with other mental health systems
- To help answer what capacity / infrastructure changes may facilitate improved identification and referral of students of concern

# Content

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## Capacity / Infrastructure

- The survey asks about capacity elements such as:
  - System for assessments and referrals
  - Suicide prevention policies
  - Peer-to-peer training
  - Stigma and discrimination reduction activities

# Content

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## Capacity / Infrastructure

- Survey items ask whether capacity was in place at baseline (July 2012), and whether each capacity has been developed or expanded.
- For capacity changes, the survey also asks whether collaboration has occurred with:
  - County mental health
  - Other California Community Colleges
  - Universities in the UC system / CSU system

## Readiness

# Content

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## Other Items Measure:

- Training and TA received from CARS and Kognito
- Campus staffing for mental health services (number of staff, types of staff, total FTE for mental health services)
- Whether campus has student health fee
  - What proportion of fee goes to medical care
  - What proportion of fee goes to mental health services

## Portion of Survey for Non-CBG Campuses

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### Additional Items

- Several sets of items at the end of the survey are to be answered only by Non-CBG campuses.
- These items parallel those that are being collected from the CBG campuses through the Quarterly Reporting Tool.

## Method

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- PIRE will send invitation and instructional email with link to online survey to one representative on each campus

## Role of College

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- PIRE will invite representative most knowledgeable about mental health services on each CCC campus to complete the survey
  - Director or Coordinator of the College Health Center or Mental Health Center

# Timeframe

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Administered during three waves:

- February 2013
- September 2013
- May 2014

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# ACHA/NCHA Survey

## Purpose

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To learn about students':

- Risk and protective behaviors
- Perceived norms
- Incidence and prevalence of health and mental health issues which may affect academic performance and retention

## Methods

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- Anonymous, online survey or paper survey administered in class
  - Completed paper surveys are submitted to the American College Health Association (ACHA) to analyze the results
  - Supplemental (optional) survey is forwarded the Health Service Association for the California Community Colleges (HSACCC) to analyze the results

## Role of College

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- CBGs are required to administer ACHA/NCHA surveys (using either paper forms or web-based, online surveys) once during grant period
- CBGs are encouraged to participate in HSACCC's ACHA/NCA effort (NCHA-CCC Consortium Project 2013)
  - May include optional Health Services Association (HSACCC) supplemental survey questions
- Total number of surveys required is contingent on the size of the student body

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## CaIMHSA Higher Education Student Survey and Faculty/Staff Survey

# Purpose

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To learn about:

- Experiences and attitudes related to student mental health and well-being
- Perceptions of overall campus climate toward supporting student mental health

# Content

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Constructs include:

- Personal mental health (*students only*)
  - Symptoms of stress, anxiety, depression, substance use
  - Coping and resilience
- Campus support for student mental health
  - Adequacy of counseling and support services
- Access to resource information/training
- Attitudes and experiences with student mental health
  - Confidence in responding to student with mental health needs
  - Perception of campus climate

## Methods

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- Anonymous, online survey
  - 10 minutes to complete student survey
  - <5 minutes to complete staff/faculty survey
- Email invitation sent to faculty, staff, and students with website link
  - Goal: Receive 100-200 responses (each) from all selected campuses
    - Including all CGBs and a random sample of non-CGBs
  - Email lottery for cash prize (RAND-provided)

## Role of College

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Campus responsibilities include:

- Distribution of email invitation
- Distribution of 2 follow-up reminders
  - Scripts and website provided by RAND
  - Data management and analysis by RAND

# Timeframe

Estimated timeframe for administration:

**April-May 2013**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
21	22 <i>Launch surveys</i>	23	24	25	26	27
28	29 <i>Send reminder 1</i>	30	1	2	3	4
5	6 <i>Send reminder 2</i>	7	8	9	10	11 <i>Close surveys</i>

Regular Reporting (CBGs only)

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## Monthly Invoice and Work Plan Progress Report

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## Purpose

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To document fiscal and administrative progress based on the CBG statement of work (SOW)

## Role of College

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- The CBG coordinator submits an electronic copy of the monthly invoice and work plan progress report to the FCCC at the beginning of each month, and submits a hard copy with the monthly invoice
  - FCCC shares the monthly progress report with the CCC SMHP evaluator (PIRE)

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## Quarterly Report



**California Community Colleges Student Mental Health Program (CCC SMHP)  
Campus-Based Grants (CBGs)  
Quarterly Reporting Tool**

Quarterly Report

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## Purpose

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To capture ongoing information from each CBG about progress made towards:

- Reaching goals
- Implementing programmatic activities (e.g., trainings, presentations, RSFs, and collaborations)
- Mental health referrals
- Successes and barriers

Quarterly Report

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## Role of College

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Each CBG Coordinator (or designee) completes the secure, password-protected online Quarterly Report by the 15<sup>th</sup> day of the month after each quarter ends

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## Conclusion



## Our Team

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### PIRE

- Katharine Atwood
- David Collins
- Rick McGaffigan
- Bob Saltz
- Alan Stein-Seroussi
- William Zywiak

### RAND / SRI

- Karen Osilla
- Lisa Sontag
- Bradley Stein
- Michelle Woodbridge

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## Questions?

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### CCC SMHP – Overview of Data Collection Components

Component	Agency / Organization	Purpose	Frequency	Method/Instrument(s)	Respondents
<b>1. Training Surveys</b>					
1a. Kognito Online Training Survey	Kognito Interactive	To assess the knowledge and skills gained by participants in the Kognito online “Avatar” suicide prevention training	Before and after each training module, and a 90-day follow-up	Online survey completed by participants (faculty, staff, student)	Participants (CBG & CCC faculty, staff, and students) of Kognito training
1b. Training and Technical Assistance (TTA) Survey	CARS	To assess participant satisfaction with TTA and its impact on system capacity building	After TTA service	Online survey completed by participants of off-site TTA; paper survey completed by participants of on-site TTA	Recipients (CBG & CCC faculty and staff) of TTA services
1c. CCC Campus Training Survey	RAND / CCCs	To assess change in knowledge and skills from participation in CalMHSA-supported campus SMH trainings	After all CalMHSA-supported SMH training	Cell phone or online survey administered following campus SMH trainings	Participants (CBG & CCC students, faculty, and staff) of SMH trainings
1d. Regional Strategizing Forum (RSF) Survey and materials	RAND / CBGs	To assess the impact of RSFs on participants’ knowledge and opportunities to collaborate regionally to address SMH issues	After each RSF conducted by CBG campuses	Post (paper) survey; submission of RSF materials (participant list, logistics, and presentation materials)	RSF participants; RSF/CBG Coordinator
<b>2. Pre/post Comparison Surveys</b>					
2a. Capacity Survey of Mental Health Services	PIRE	To assess capacity and infrastructure of SMH services at all CCC campuses	1. February 2013 2. September 2013 3. May 2014	Invitation and instructional email sent with link to online survey	Person most aware of MH services at each CCC campus
2b. ACHA/NCHA Survey	ACHA / CBGs	To measure student risk factors, perceived norms, and health and mental health issues	Once during CBG grant period	Paper or online survey completed by students	Students
2c. CalMHSA Higher Education Student Survey	PIRE / RAND	To assess student experiences and attitudes toward SMH and campus climate	Spring 2013 Spring 2014	Email invitation to students (of all CBGs and sample of non-CBGs) to complete online survey with lottery incentive	Students (of all CBGs and sample of non-CBGs)
2d. CalMHSA Higher Education Faculty/Staff Survey	PIRE / RAND	To assess faculty/staff experiences and attitudes toward SMH and campus climate	Spring 2013 Spring 2014	Email to faculty/staff (of all CBGs and sample of non-CBGs) to complete online survey with lottery incentive	Faculty/staff (of all CBGs and sample of non-CBGs)
<b>3. Regular Reporting (CBGs only)</b>					
3a. Monthly Invoice and Work Plan Progress Report	CCCCO	To document CBG fiscal and administrative progress	Monthly	Data entered in Excel spreadsheet and copied with invoices	CBG Coordinator
3b Quarterly Report	PIRE	To document CBG programmatic progress	Quarterly	Data entered through an online portal	CBG Coordinator

Legend: CalMHSA = California Mental Health Services Authority; CARS = Center for Applied Research Solutions; CBG = Campus Based Grants; CCC = California Community Colleges; CCCCCO = California Community Colleges Chancellor’s Office; HSACCC = Health Services Association California Community Colleges; MH = Mental Health; PIRE = Pacific Institute for Research and Evaluation; RAND = RAND Corporation; SMH = Student Mental Health; SMHP = Student Mental Health Program

# Student Mental Health Program

California Community Colleges

## CCC SMHP

### OVERVIEW OF DATA COLLECTION COMPONENTS



FOUNDATION *for* CALIFORNIA  
COMMUNITY COLLEGES



# CCC SMHP DATA COLLECTION COMPONENTS:

## Introduction and Purpose

This document was developed to provide information about the California Community College Student Mental Health Program's (CCC SMHP) evaluation. The purpose is to provide a brief overview of the various data sources and evaluation elements contained in this effort and serve as a resource and reference guide for the CCC SMHP's campus based grants (CBGs), as well as others in need of information about the evaluation.

As is likely for evaluating any complex, multi-component program, there are a variety of instruments, tools and measures that are being used. Some are meant to record similarities and differences in program components and implementation across participating colleges. These can be captured in regular reporting on monthly or quarterly intervals. In other cases, we wish to know who received some kind of relevant training over the life of the CCC SMHP, what the training topic was, and whether the training had a measurable impact on the participants, e.g., on knowledge or skills the training was meant to enhance. Colleges may often identify a need for technical assistance for their local programming, and follow-up surveys help us know what areas required such assistance, and whether the assistance was useful to the recipients.

Other components of the evaluation let us see whether the CCC SMHP had a measurable impact on the college's ability to identify students in need of mental health services (including "students of concern") and refer them to those services. In part, pre and post-program differences may be reflected in changes in the infrastructure of the college health services (as measured by the Capacity Survey of Mental Health Services) and in part by changes in responses from surveys of student themselves. Faculty/staff surveys can provide information on how those key members of the college community have engaged with the program and their perspectives on how it is working.

Ultimately, the evaluation of the CCC SMHP will draw from all these disparate sources of data in order to draw a picture of the changes brought about by the program, how well they worked to achieve the programs objectives, what, if any, barriers arose to impede progress, and which program elements seem to have contributed more to the successes of the CCC SMHP.

## Evaluation partners

The evaluation of the CCC SMHP is being conducted by a team from the Pacific Institute for Research & Evaluation (PIRE), a non-profit research organization with roots in California and a major center in Berkeley. The team has been drawn from across the U.S. to provide specialized skills in mental health epidemiology, evaluation design, web-based data collection, and database management.

The CCC SMHP is one of the Statewide Prevention and Early Intervention (PEI) Student Mental Health Initiative projects intended to enhance prevention and early identification of mental health problems across all levels of education, including K-12, the University of California and the California State University systems. This effort, in turn, also includes a parallel evaluation being led by the RAND Corporation, a non-profit research organization based in Santa Monica, on behalf of the California Mental Health Services Authority (CalMHSA). RAND and PIRE have been working to reduce overlapping or competing demands for data collection for the CCC SMHP by integrating their evaluation designs and data collection activities wherever possible. As an example, most of the survey questionnaires include items from both organizations. Further details regarding the roles of PIRE and RAND may be found in a document entitled "Frequently Asked Questions" (FAQ).

# CCC SMHP DATA COLLECTION COMPONENTS:

## Who is participating in the effort?

The design of the evaluation has been shaped by discussions with staff from the Chancellor's Office, stakeholders from the Chancellor's Office Advisory Group on Student Mental Health (COAGSMH) and various professionals from the CCC system. Data are being collected by all participating community colleges throughout the system, with special attention being paid to those colleges that were awarded Campus-Based Grants (CBGs).

## Evaluation Reports

The evaluation will, of course, result in a summative final report that will integrate the various components and data sources in order to describe the overall effects of the CCC SMHP and provide recommendations for the Chancellor's Office and the California Community Colleges to consider in future programming and policy-making.

Earlier in the evaluation activities, however, there will be opportunities for the evaluation team to provide the community colleges with data and information that may be of immediate value. Data from the Capacity Survey of Mental Health Services, for example, can give college administration and staff an overview of how their own service infrastructure compares with other colleges in the system, and draw attention to aspects of service provision that they individually or collectively may wish to enhance. For those colleges participating in the CBGs, data from the regular reporting will be made available so that colleges can find others who may be engaged in similar programming, or to discover specific components (e.g., peer-to-peer training programs) that they may want to adopt themselves. Student survey data may prove useful in having a better understanding of the number of under-served students on each campus and system-wide. Faculty/staff survey data may help program staff to develop better ways to recruit those members of the college community into the overall effort (including boosting participation in trainings). These descriptive data reports will be made available to the California Community Colleges system and individual colleges shortly after data have been collected, checked for errors, and formatted into usable reports, usually within weeks after the data have been collected.

## Evaluation's Contribute to Sustainability Efforts

Several aspects of the evaluation are meant to be useful beyond the life of the CCC SMHP. The CalMHSA Higher Education Student Survey questionnaire may be used to monitor changes in student mental health status and service needs as a complement to the American College Health Association's student survey. Unique to the CCC SMHP's effort, the evaluation will be testing an extremely low-cost, low-effort approach to collecting student and faculty/staff survey data. The utility of this approach will be specifically addressed in the final evaluation report. Thus, if the approach is adequate for planning, programming and evaluation purposes, the community colleges will have a very useful tool for their own work into the future. The on-line quarterly reporting tool will be made available to the CCC so that the underlying infrastructure can be modified to suit future priorities and needs for knowing what the community colleges are doing individually and collectively.

## Contact Information

Questions, comments and suggestions relating to the CCC SMHP evaluation may be directed to the Project Director, Richard McGaffigan at [rmcgaffigan@PREV.org](mailto:rmcgaffigan@PREV.org)

# 1. Training Surveys

## 1a. Kognito Online Training Survey

<b>AGENCY / ORGANIZATION</b>	Kognito Interactive
<b>PURPOSE</b>	To assess the knowledge and skills gained by participants in the Kognito online “Avatar” suicide prevention training
<b>FREQUENCY</b>	Before and after each training module, and a 90-day follow-up
<b>METHOD / INSTRUMENT(S)</b>	Kognito automatically administers their own pre/posttest online evaluation surveys with all faculty, staff, student, and veteran participants of their “Avatar” online trainings. They also routinely conduct a 90-day follow-up online survey of participants.
<b>RESPONDENTS</b>	Participants (CBG & CCC faculty, staff, and students) of Kognito training

## 1b. Training and Technical Assistance (TTA) Survey

<b>AGENCY / ORGANIZATION</b>	Center for Applied Research Solutions (CARS), the CCC SMHP's contractor for statewide training and technical assistance services (TTA)
<b>PURPOSE</b>	To assess participant satisfaction with TTA services and its impact on system capacity building
<b>FREQUENCY</b>	Initial, 30 day follow-up, and 6 month follow-up
<b>METHOD</b>	CARS training staff administer post and follow-up evaluation surveys with participants in regional trainings, campus trainings, webinars, and TA sessions. These surveys are administered as paper forms for onsite services, and as online surveys for off-site services and follow-up surveys.
<b>RESPONDENTS</b>	Recipients (CBG and CCC faculty/staff) of TTA services

## 1c. CCC Campus Training Survey

<b>AGENCY / ORGANIZATION</b>	RAND in collaboration with CCCs
<b>PURPOSE</b>	To assess change in knowledge and skills from participation in CalMHSA-supported campus SMH trainings
<b>FREQUENCY</b>	After all CalMHSA-supported SMH training (except Kognito and ASIST trainings)
<b>METHOD</b>	<p>Trainer instructs participants to complete an anonymous, online survey via website link accessible by cell phone or computer. Survey takes less than 5 minutes to complete. Trainers must also complete an online training worksheet to document host campus, date, topic, and attendance of the training. Detailed instructions and web links are provided by RAND.</p> <p>For trainings conducted before the survey was available, trainer (or coordinator) only documents logistics (i.e., host campus, date, topic, attendance) in Quarterly Report.</p>
<b>RESPONDENTS</b>	Participants (CBG & CCC students, faculty, and staff) of CalMHSA-supported SMH trainings

## 1d. Regional Strategizing Forum (RSF) Survey and Materials

<b>AGENCY / ORGANIZATION</b>	Campus-Based Grants (CBGs) and RAND (CalMHSA Statewide Evaluator)
<b>PURPOSE</b>	To assess the impact of RSFs on participants' knowledge and opportunities to collaborate regionally to address SMH issues
<b>FREQUENCY</b>	After each RSF conducted by CBG campuses
<b>METHOD</b>	CBG/RSF coordinator administers surveys to RSF participants after each RSF event, documents RSF logistics (including host campus, date, total attendance) and participant contact information in an Excel spreadsheet (provided by RAND), and submits completed RSF Survey forms and materials to the FCCC for data entry and submission to RAND.
<b>RESPONDENTS</b>	RSF participants complete survey; RSF/CBG Coordinator submits completed surveys, Excel spreadsheet, and materials to FCCC.

## 2. Pre/Post Comparison Surveys

### 2a. Capacity Survey of Mental Health Services

<b>AGENCY / ORGANIZATION</b>	Pacific Institute for Research and Evaluation (PIRE) and CCC Campuses
<b>PURPOSE</b>	To assess CCC campuses' capacity and infrastructure of SMH services, relationships with other mental health systems, and what capacity / infrastructure changes may facilitate improved identification and referral of students of concern
<b>FREQUENCY</b>	<ol style="list-style-type: none"><li>1. February 2013</li><li>2. September 2013</li><li>3. May 2014</li></ol>
<b>METHOD</b>	PIRE sends an invitation and instructional email with link to online survey to one representative on each CCC campus who is most aware of student mental health services.
<b>RESPONDENTS</b>	Person most aware of mental health services at each CCC campus. In general, this may be the Director or Coordinator of the Health Center or Mental Health Center.

## 2b. ACHA/NCHA Survey

<p><b>AGENCY / ORGANIZATION</b></p>	<p>American College Health Association (ACHA) and CBGs, with (optional) support from the Health Services Association for the California Community Colleges (HSACCC)</p>
<p><b>PURPOSE</b></p>	<p>To measure student risk factors, perceived norms, and health and mental health issues</p>
<p><b>FREQUENCY</b></p>	<p>The ACHA/NCHA survey must be administered at least once during the CBG grant period.</p>
<p><b>METHOD</b></p>	<p>CBGs are required to administer ACHA/NCHA surveys (using either paper/pencil surveys or web-based, online surveys) at least once during the period of their grant. CBGs are encouraged to participate in the Health Services Association of CCC (HSACCC) ACHA/NCHA effort (NCHA-CCC Consortium Project 2013) and may elect to allocate grant funds to support the inclusion of the HSACCC supplemental survey questions.</p>
<p><b>RESPONDENTS</b></p>	<p>CBG campus students. The total number of surveys required is contingent on the size of the student body.</p> <p><i>Note:</i> It is important to make sure that students respond to only one survey. For example, if you implement a web-based survey to students in residence halls, you have to ensure that students do not also respond to a paper/pencil version administered elsewhere.</p>

## 2c. CalMHPA Higher Education Student Survey

<b>AGENCY / ORGANIZATION</b>	RAND and PIRE
<b>PURPOSE</b>	To assess student experiences and attitudes toward student mental health and campus climate
<b>FREQUENCY</b>	<ol style="list-style-type: none"><li>1. Spring 2013</li><li>2. Spring 2014</li></ol>
<b>METHOD</b>	RAND and PIRE will work with Institutional Research (IR) department of all CBGs and a sample of non-CBGs colleges. Campus IR will send email invitation to students to complete the online survey with lottery incentive. The student survey takes about 10 minutes or less to complete. RAND will provide each campus with materials to help facilitate this process, such as template emails and instructions, and will manage all data analysis.
<b>RESPONDENTS</b>	Students (of all CBGs and sample of non-CBGs)

## 2d. CalMHSA Higher Education Faculty / Staff Survey

<b>AGENCY / ORGANIZATION</b>	RAND and PIRE
<b>PURPOSE</b>	To assess faculty/staff experiences and attitudes toward student mental health and campus climate
<b>FREQUENCY</b>	<ol style="list-style-type: none"> <li>1. Spring 2013</li> <li>2. Spring 2014</li> </ol>
<b>METHOD</b>	RAND and PIRE will work with Institutional Research (IR) department of all CBGs and a sample of non-CBGs colleges. Campus IR will send email invitation to faculty and staff to complete the online survey with lottery incentive. The faculty/staff survey takes about 5 minutes or less to complete. RAND will provide each campus with materials to help facilitate this process, such as template emails and instructions, and will manage all data analysis.
<b>RESPONDENTS</b>	Faculty/staff (of all CBGs and sample of non-CBGs)

### 3. Regular Reporting (CBGs only)

#### 3a. Monthly Invoice and Work Plan Progress Report

<b>AGENCY / ORGANIZATION</b>	California Community Colleges Chancellor’s Office (CCCCO) and the Foundation for California Community Colleges (FCCC)
<b>PURPOSE</b>	To document CBG fiscal and administrative progress, based on the CBG Work Plan in their respective executed contract
<b>FREQUENCY</b>	Monthly
<b>METHOD</b>	CBG coordinator submits an electronic copy of the monthly invoice and work plan progress report to the FCCC on the 15 <sup>th</sup> of each month, and a hard copy is submitted by the 25 <sup>th</sup> of each month. The monthly progress reports are shared with the CCC SMHP evaluator (PIRE).
<b>RESPONDENTS</b>	CBG coordinator (or designee)

### 3b. Quarterly Report

<b>AGENCY / ORGANIZATION</b>	PIRE
<b>PURPOSE</b>	To capture ongoing information from each CBG about progress made towards reaching goals, programmatic activities (e.g., trainings, presentations, Regional Strategizing Forums, and collaborations), mental health referrals, and successes and barriers
<b>FREQUENCY</b>	Quarterly
<b>METHOD</b>	CBG coordinator enters data through a secure; password protected online portal on the 15 <sup>th</sup> day of the month after each quarter ends. Within three business days, PIRE compiles an aggregate level report for the CCCO and FCCC. On an ongoing basis, campuses can download Excel spreadsheets that display the data they have entered.
<b>RESPONDENTS</b>	CBG coordinator (or designee)

**California Community Colleges (CCC) Student Mental Health Program (SMHP)**  
Evaluation by the Pacific Institute for Research and Evaluation (PIRE) and  
Statewide Evaluation by a team led by the RAND Corporation (RAND)

## Frequently Asked Questions (FAQ)

### 1. What is the purpose of the CCC SMHP evaluation?

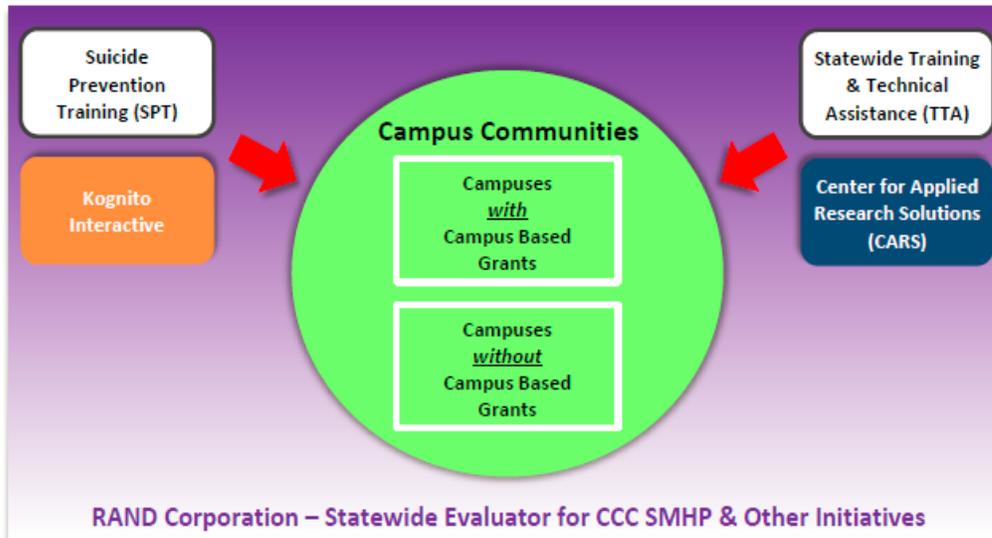
The purpose of the CCC SMHP is to build mental health capacity across the CCC system. PIRE's evaluation is designed to develop a baseline measurement of mental health services across the CCC system (re: Capacity Survey of Mental Health Services) and monitor change over the time of the project. In addition, we will measure the overall climate of student mental health services (re: CalMHSAs Higher/Education Student Survey) and the faculty / staff's experience and attitudes related to student mental health issues (re: CalMHSAs Higher Education Faculty/Staff Survey).

### 2. What are the roles of the CCC SMHP evaluator (PIRE) and the Statewide Prevention and Early Intervention (PEI) evaluator (RAND)?

As the CCC SMHP evaluator, PIRE has the responsibility to design and implement a comprehensive and integrated evaluation of CCC mental health services capacity with a major focus on the three key components of the CCC SMHP.

- **Statewide training and technical assistance (TTA) services** that are provided to all CCC campuses by the Center for Applied Research Solutions (CARS). CARS provides training and technical assistance services to support the implementation of campus-based grants; provides regional training conferences on priority student mental health topics; collaborates and coordinates with community partners including county mental health; and develops tools and resources that can be used throughout the state in support of student mental health, including online resources.
- **Suicide Prevention for Faculty / Staff training:** Kognito Interactive provides suicide prevention training (SPT) for all interested faculty and staff using evidence-based programs that have been developed specifically for use by colleges and universities. Campus Based Grants (CBGs) will be required to utilize the services offered by the SPT contractor, but they may choose to augment these efforts with additional services. In addition to faculty/staff training, SPT services have expanded to include students and veterans. SPT services are offered to all CCC campuses that request the online training.
- **Campus Based Grants:** The cross-site evaluation focuses on the expansion and enhancement of CBGs' mental health services capacity and the integration of TTA and SPT to achieve this objective.

Figure 1. Evaluation Framework for CCC SMHP



As can be seen in figure 1, through training and technical assistance provided by the SPT and the TTA initiatives, CBGs and non-CBG campuses will have opportunities to expand their mental health capacity and to improve student mental health outcomes.

As the CalMHSAs statewide evaluator, the RAND team has the responsibility to design and implement a comprehensive and integrated statewide evaluation plan for the CalMHSAs Suicide Prevention, Stigma and Discrimination Reduction, and Student Mental Health (SMH) Statewide Prevention and Early Intervention (PEI) Initiatives. Statewide evaluation aims include the following:

- Evaluate PEI program partners' progress toward improving student mental health;
- Assess the activities implemented and resources created by PEI program partners;
- Evaluate program outcomes as appropriate. Examples include:
  - Targeted program capacities and their reach (e.g., provision of services, social marketing, workforce training);
  - Short-term outcomes (e.g., attitudes and knowledge about mental illness, behavior toward people with mental illness); and
  - Longer term outcomes (e.g., reduced suicide, reduced discrimination, improved student performance).

### 3. What are the major data collection components?

There are three major data collection components for the CCC SMHP evaluation:

#### Training Surveys

- Kognito Online Training Survey: Pre, post, and 90-day follow-up online surveys completed by participants of mental health "Avatar" trainings for faculty/staff, students and veterans.
- Training and Technical Assistance (TTA) Survey: Evaluation survey completed online or on paper by participants of TTA services (CBGs and non-CBGs.)
- CCC Campus Training Survey: Post survey completed by participants in all CalMHSAs-supported SMH trainings offered at CCC campuses (except Kognito or ASIST trainings) via cell phone or website. (See FAQ 7c for more information on survey administration.)

- Regional Strategizing Forum (RSF) Survey and materials: Post (paper) survey completed by participants of RSFs. CBGs administer surveys, document RSF logistics and participant information, and submit completed forms to the Foundation for California Community Colleges (FCCC) for data entry. (See FAQ 7d for more information on RSF data collection requirements.)

#### **Pre/Post Comparison Surveys**

- Capacity Survey of Mental Health Services: Survey designed to measure the mental health capacity for referral and services across the CCC campuses completed by one key informant per campus in Spring 2013 and Fall and Spring 2014.
- CalMHSA Higher Education Student Survey: Online survey administered to students at all CBG campuses and a random selection of non-CBG campuses to learn about their experiences and attitudes related to mental health and well-being, and perceptions of overall campus climate toward supporting student mental health.
- CalMHSA Higher Education Faculty/Staff Survey: Online survey administered to faculty and staff at all CBG campuses and a random selection of non-CBG campuses to learn about faculty and staff's experiences and attitudes related to student mental health and well-being, and perceptions of overall campus climate toward supporting student mental health.

#### **Regular Reporting (CBGs only)**

- Monthly Progress Report and invoices sent directly to the FCCC;
- Quarterly Report capturing capacity building and activities conducted by the CBGs that are not captured in the Monthly Progress Report (to avoid unnecessary duplication.) The Quarterly Report is an online report divided into modules to allow for reporting activities as they take place.

\*Note: More detailed information on these data collection components is provided in the CCC SMHP Overview of Data Collection Components table and document.

#### **4. What is the overall goal of the CBGs?**

The overall goal of the CBGs is to build mental health capacity on their campus. Each of the CBG components are required to focus on at least one of the three strategic areas listed below.

- Peer-to-peer support designed to build mental health support and access to services and information between students on campus;
- Faculty/staff training intended to build a network of knowledgeable campus leaders that can identify and refer students to the appropriate mental health services on campus; and
- Suicide prevention programs designed to increase participants' skills and knowledge in identifying and supporting students in need of mental health services.

In addition, CBGs are required to conduct at least one Regional Strategizing Forum (RSF). RSFs are intended to facilitate collaboration with local community colleges, California State Universities (CSU), the University of California (UC), community mental health programs, county mental health services, and hospitals as a means to build regional student mental health capacity

**5. What is the role of the college in administering the CalMHSA Higher Education Student and Faculty/Staff Surveys?**

RAND and PIRE will work collaboratively with selected campuses in administering the online surveys. In general, the process will include the following steps (customized to suit the needs and resources of each participating campus):

- RAND and PIRE will send an introductory letter to the institutional research office of each selected college, including 30 CBGs and a random sample of 30 non-CBG colleges.
  - The role of the CBG coordinator should be minimal.
  - RAND/PIRE will notify coordinators when campus letter are distributed.
- Selected campuses will be asked to distribute an email invitation and survey website link (and 2 follow-up reminders) to students, faculty, and staff, which invite all recipients to complete an anonymous, online survey.
  - RAND will provide each campus with materials to help facilitate this process, such as template emails and instructions.
- From there, potential respondents may choose to follow the link to complete the consent page and survey.
  - The student survey takes approximately 10 minutes to complete; the faculty/staff survey takes 5 minutes or less to complete.
- Respondents can submit their email addresses to participate in an optional lottery for a cash prize incentive provided by RAND/CalMHSA.
- RAND will manage all survey and data collection activities.

**6. What is the timeline for the CalMHSA Higher Education Student and Faculty/Staff Surveys to be conducted?**

The online surveys will be conducted annually for the next 2 years according to this *estimated* timeline (adaptable to fit specific campus schedules):

- Year 1 (spring 2013)
  - Launch survey on or around April 22
  - Send first follow-up reminder April 29
  - Send second follow-up reminder May 6
  - **Close survey May 11**
- Year 2 (spring 2014)
  - Launch survey on or around April 21
  - Send first follow-up reminder April 28
  - Send second follow-up reminder May 5
  - **Close survey May 10**

**7. What are the requirements for all of the training evaluations conducted as part of the CCC SMHP?**

**a. Who administers / collects Kognito Online Training Surveys?**

Kognito automatically administers their own pre/posttest online evaluation surveys with all faculty, staff, student, and veteran participants of their “Avatar” online trainings. They also

routinely conduct a 90-day follow-up online survey of participants. These data are shared with PIRE and RAND as part of the CCC SMHP and statewide evaluation.

**b. Who administers / collects TTA Surveys for CARS training and technical assistance?**

CARS training staff administer post and follow-up evaluation surveys with participants in regional trainings, campus trainings, webinars, and TA sessions. These surveys are administered as paper forms for onsite services, and as online surveys for off-site services. These data are shared with PIRE and RAND as part of the CCC SMHP and statewide evaluation.

**c. Who administers / collects training CCC Campus Training Surveys?**

As part of the statewide evaluation, trainers conducting any CalMHSA-supported SMH trainings (such as Mental Health First Aid [MHFA]; Question, Persuade, Refer [QPR]; Step Up!, combating stress/anxiety, supporting student veterans, or other SMH topic) must instruct the participants to complete the CCC Campus Training Survey via cell phone or webpage. Trainers must also complete an online training worksheet to document host campus, date, topic, and attendance of the training. Detailed instructions and web links are provided by RAND.

All CalMHSA-supported trainings must be followed by instructions to participants for completing the CCC Campus Training Survey *except* Kognito and ASIST trainings, which automatically administer evaluation surveys that include statewide survey items.

**d. Who administers / collects Regional Strategizing Forum (RSF) Surveys and materials?**

As part of the CCC SMHP evaluation, the CBG Coordinator enters information about capacity building promoted through the RSF in the Quarterly Report.

As part of the CalMHSA statewide evaluation, the CBG Coordinator is also responsible for administering the RSF Survey (a post evaluation paper survey), collecting RSF agenda and presentation materials, and logging participant contact information and RSF logistic information (i.e., CBG host campus, date, number of attendees) into an Excel database. The CBG Coordinator sends: (a) the completed surveys, (b) the RSF agenda and presentation materials, and (c) the Excel database to the FCCC for data entry and submission to RAND.

**8. What do we do if trainings have already been conducted? Do we need to go back and collect evaluation information?**

CBG Coordinators should document the occurrence of the training (including the host campus, date, topic, and attendance) in the Quarterly Report. CBG Coordinators are not required to administer or submit post evaluation survey data for trainings already completed.

**9. What are the requirements of administering the ACHA/NCHA Survey? How does it fit into the overall evaluation for the CCC SMHP?**

- CBGs are required to administer ACHA/NCHA surveys (using either paper/pencil surveys or web-based, online surveys) at least once during the period of their grant. CBGs have been encouraged to participate in the Health Services Association of CCC (HSACCC) ACHA/NCHA effort

(NCHA-CCC Consortium Project 2013) to contribute to the ability to identify trends in student mental health from similar studies that took place in 2007 and 2010.

- The ACHA/NCHA Survey is a broad-based student health survey that offers supplemental information about the student body of CBGs, but it does not focus specifically on SMH issues.
  - The Capacity Survey of Mental Health Services and the CalMHSAs Higher Education Student and Faculty/Staff Surveys examine SMH issues and access to services across the entire CCC system; therefore, these survey results will provide pertinent information across the system about SMH service capacity.
- CBGs may elect to allocate grant funds to support the inclusion of the Health Services Association of CCC (HSACCC) supplemental survey questions into the ACHA/NCHA survey, but participation in the HSACCC Consortium or its survey is not required. Within reason, you may use grant funds to offer incentives for participation in the ACHA/NCHA survey. Please contact your analyst if you have questions or need more information about this grant requirement.
- The total number of surveys required is contingent on the size of the student body. It is important to make sure that students respond to only one survey. For example, if you implement a web-based survey to students in residence halls, you have to ensure that students do not also respond to a paper/pencil version administered elsewhere.

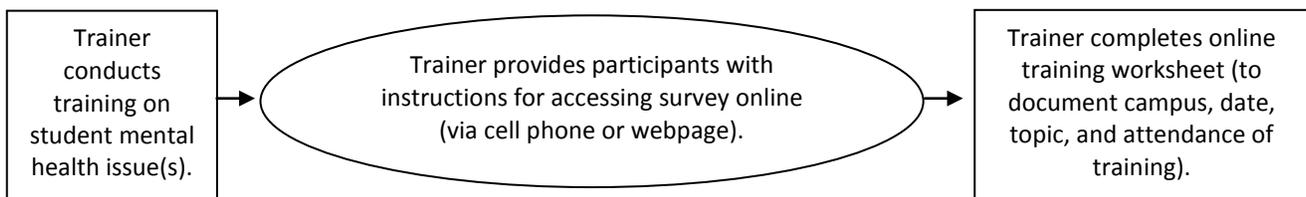
## CCC Campus Training Survey Online Administration Directions

### What is the purpose of the training survey?

The CalMHSA statewide evaluation team led by the RAND Corporation asks that all trainers conducting CalMHSA-supported trainings coordinate the administration of online **CCC Campus Training Surveys**. The survey responses provide CCC campuses, RAND, and CalMHSA with important information about how trainings impact the knowledge, attitudes, and behaviors of participants. The information will be combined with data from program partners at UC and CSU to demonstrate the impact of CalMHSA-supported trainings across higher education.

### How do I administer the online Campus Training Survey?

After trainers deliver CalMHSA-supported training,\* they instruct participants to complete the online training survey, and they log the event in an online worksheet. The process is fairly simple and illustrated below.



Please be sure trainers inform participants that survey responses are anonymous and voluntary by following the script and directions below.

#### While at the training (before participants have departed):

1. Trainer encourages participants to complete an anonymous evaluation survey before they leave (via cell phone) or within a couple of days (via cell phone or webpage access on a computer). Trainer shows instructional slide (attached) and, when feasible, includes slide in training handouts.

#### Suggested script:

*Thank you for attending today's training. I encourage you now to take 5 minutes to complete an online evaluation survey. This survey is a very important part of a statewide evaluation conducted by the RAND Corporation, a nonprofit research organization. It is anonymous, so I will not see your answers to the survey, and it is voluntary, so you do not have to complete it. But I hope you will, because your answers will provide useful information that may help us to improve and sustain future trainings like this one. It should only take about 5 minutes to complete, so I hope you will complete the survey now on your cell phone before you leave, or complete it on your phone or computer in the next day or two while this training is still fresh in your mind.*

*To complete on your cell phone, follow these instructions (show slide). **Text CC to 24587**. You will receive an automated message with a link to the survey. **Or you can go online** to this web page:*

*For students, go to: <https://www.randsurvey.org/student/>*

*For staff or faculty member, go to: <https://www.randsurvey.org/staff/>*

#### Immediately following the training:

2. Trainer logs onto: <https://www.randsurvey.org/worksheet/>
3. Trainer completes online training worksheet (including campus, date, topic, and total attendance)

\* Trainings excluded from this process are Kognito online trainings and ASIST trainings, which each include CalMHSA statewide evaluation-approved surveys as standard practice.

**\*Please take 5 minutes to evaluate this training.**  
Your input helps improve our trainings and is greatly appreciated.

Text **CC** to **24587**

For iPhone or Samsung Devices:

1. Press the **Messages** icon  or 
2. Press **New Message** icon  or 
3. Enter **24587** in **To** field.
4. Enter **CC** in the **Message** field
5. Press **Send**

For Blackberry:

1. Press the **Text Messages** icon.
2. Press the  key > **Compose Text Message**.
3. Enter **24587** in **To** field
4. Enter **CC** in the **Message** field
5. Press **Send** 

Or go online:

**Students:** <https://www.randsurvey.org/student/>

**Staff and faculty:** <https://www.randsurvey.org/staff/>