

2014 Budget Form – President’s Performance Fund

VP PRIORITY #3

**New Mexico State University
New Initiatives Supporting Vision 2020 Goals and Objectives
For Allocation of President’s Performance Fund – Fiscal Year 2013-2014**

Date of Request:	September 10, 2013	
Submitted By:	Karen Schaefer	Phone: 646-2731
College or Unit:	Student Affairs and Enrollment Management	
Department:	Counseling and Student Development	
Project Name: (Short description): Mental Health and NMSU Student Success		
X	Recurring for:	Amount Recurring Funding Requested per year:
	<input type="checkbox"/> One Year	Year 1: \$18,074
	<input checked="" type="checkbox"/> Two Years	Year 2: \$18,074
	<input type="checkbox"/> Three Years	Year 3: \$
X	Non-Recurring	Amount Non-Recurring Funding Requested: \$23,260
Description of request		
<i>Project #1 Title: The impact of mental health assessment and intervention to address mental health factors that influence student success at NMSU</i>		
<p>Research has identified mental health factors that significantly impact college student retention and eventual success in degree achievement including: depression, panic disorder, generalized anxiety and eating disorders (Eisenberg, Golberstein, and Hunt, 2009). The most frequent psychological reason college students give for leaving college is depression. Not only does depression impact a student's academic functioning but there is a known relationship between college student depression and suicidal behavior (National Institute of Mental Health, revised 2012). New Mexico is often, if not always, ranked in the top five states in the nation in terms of suicide completion and the New Mexico Suicide Prevention Coalition (2007) indicated that the suicide rate in New Mexico is 1.5 to 2 times the rate of the national average. Critically important is that suicide is the second leading cause of college student deaths thus addressing suicidal threats and gestures as well as the underlying causes such as depression, is significantly important to helping NMSU students maintain psychological health. The Wellness, Alcohol and Violence Prevention Program (WAVE) which is associated with the Crisis Assistance Listening Line (the CALL) was able to obtain a three year grant from SAMHSA to provide suicide prevention programming for faculty, staff and students and to focus specifically on special populations of students that are known to have high rates of suicide due to their demographics (i.e., students from nonmajority ethnic populations, LGBTQ students). This grant runs out on June 30, 2014.</p> <p>Based upon data from the 2007 Healthy Minds survey conducted on a random sampling of 1,000 NMSU students, 16% positively screened for depression, 10% screened positive for an anxiety disorder and 6% had suicidal thoughts within the past year. Based upon intake data from students receiving counseling services at the NMSU Counseling Center in the past academic (2012-13) year, 20% had received counseling and 6% were hospitalized for psychiatric reasons prior to coming to NMSU. When students first sought counseling at the Center, 17% of the student clients indicated high levels of depression and 7% had thoughts of ending their lives. Significantly, 10% of the student clients reported having attempted suicide prior to beginning counseling at the Counseling Center.</p>		

This two-step project proposes to:

- (1) Re-do the Healthy Minds Survey to obtain up-to-date information of the mental health status of NMSU students as well as address the identified psychological concerns of depression, anxiety (panic disorder, generalized anxiety and other anxiety-based disorders), and the stress/distress many students experience that likely impacts attrition and retention rates at NMSU.
- (2) Because depression is often correlated with suicidal threats and behaviors, we would like to improve the provision of suicide prevention across campus.

In addition to re-doing the Healthy Minds Survey, the first steps of this project is to utilize biofeedback as a means of intervening with students receiving counseling services at the Counseling Center for the treatment of depression and anxiety. Biofeedback is an evidence-based approach to treating psychological and medical problems and involves the use of electronic instruments to measure physiological activity such as heart rate, muscle activity, skin temperature, respiration, blood pressure, brain electrical activity. Biofeedback instruments increase awareness and assist individuals in learning how to control psychophysiological processes (Moss & Kirk, 2004). Biofeedback is an effective treatment of depression (Siepmann, Aykac, Unterdörfer, Petrowsky & Mueck-Weymann, 2008), anxiety (Moore, 2000; Thomas & Sattlberger, 1997), ADHD (Arns, deRidder, Strenl, Breteler & Coenen, 2009), and substance abuse (Sokhadze, Cannon, & Trudeau, 2008) along with medical problems such as migraine headaches, epilepsy, gastrointestinal concerns, and chronic pain syndromes (Yucha & Gilbert, 2004).

The second step in this project focusses on taking a preventative approach relative to suicide will be important to maintain the psychological well-being and safety of NMSU students who might be struggling with depression or other psychological/environmental factors that could lead to suicide completion.

First Step: We propose to examine the current mental health status of NMSU students and compare these results with previously collected data. The Healthy Minds Study was first done in 2007; replicating this survey will provide updated information on various mental health factors including depression, anxiety and disordered eating behaviors, substance use as well as information about environmental stressors as well what students rely upon for strength and resiliency.

The Healthy Minds survey would be conducted in spring, 2014 and would involve a random sample of 4,000 NMSU student participants. **The cost to conduct the survey is \$3,000 and the results would provide information about NMSU participants and comparative data with other participating universities.**

Another aspect of this first step is to address depressive and anxiety-based symptomology of students that are seeking counseling services at the NMSU Counseling Center.

Intervention Staffing and Equipment for Depression and Anxiety:

The interventions will be applied to students utilizing Counseling Center services during the 2014-15 academic year. **The following costs are a one-time expenditure, not to extend beyond the first year:**

One .50 FTE Graduate Assistant to provide biofeedback intervention for students experiencing depression and anxiety	\$17,069 (G3, Level III—academic year)
I-330-C2 Plus Clinical System	\$3,170
Respiration Sensor for C2 System	\$150
J & J C-2 Plus Wrist to Wrist ECG	\$75
J & J EEG Supply Kit	\$50
TP-60-DIN Adaptor Cable	\$75
Computer laptop (through NMSU Computer Purchasing Program)	\$1, 272.36

Pre- and Post-Measures for Depression and Anxiety Intervention:

State-Trait Anxiety Inventory for Adults (STAI Form Y)	\$472 (includes manual, data collection and scoring for 500 individuals)
Beck Depression Inventory (BDI-II)	\$1,025 (Q-Global computerized reporting for 500 individuals)

TOTAL COST FOR DEPRESSION AND ANXIETY EQUIPMENT AND INTERVENTION = \$23,258.36 (includes the cost of the Healthy Minds Survey)

Second Step: Suicide Prevention

Necessary Equipment for Suicide Prevention:

One .25 FTE Graduate Assistant to assist with suicide prevention trainings	\$8,534 (G3, Level III—academic year)
ASIST--Applied Suicide Intervention Training (4 trainings for one year, 45 participants per training)	\$7,200 (\$39 kit for 180 participants)
Lunch for ASIST trainings	\$2,340 (\$13 for 180 participants)

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SuicideTALK no expense
 (90 min training for Univ. 150 classes)

Pre-and Post Measure for Suicide Prevention Activities:

SuicideTALK pre and post-measure on myths about suicide no expense

ASIST pre and post-measure no expense

We will also track the number of faculty, staff and student SuicideTALK presentations that are done after the ASIST training.

NOTE: the suicide prevention programming will be available for ALL NMSU students, faculty and staff and hopefully occur over a two year time period (2014-15, 2015-2016).

**TOTAL COST FOR SUICIDE PREVENTION EQUIPMENT AND INTERVENTION:
 For one year (2014-15) = \$18,074.00
 For two years (2013-16) = \$36,148**

TOTAL COST FOR DEPRESSION, ANXIETY AND SUICIDE PREVENTION COMBINED = \$41,332.36 (suicide prevention for one year, 2014-15) or \$59,406.36 (suicide prevention for two years, 2014-16)

Request Justification

Support Vision 2020 Goals (select as many Vision 2020 goals as apply below).

x	1. Graduation – Teaching, Learning & Programs - Provide effective academic programs, stellar teaching and learning, and enhanced student engagement to advance highly capable graduates
<input type="checkbox"/>	2. Diversity – Be a model of student, faculty and staff diversity at all levels
<input type="checkbox"/>	3. Internationalization - Effectively prepare students for a global society
<input type="checkbox"/>	4. Research & Creative Activity-- Be the catalyst for promoting discovery, encouraging

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<input type="checkbox"/>	<i>innovation, sparking economic advancement, and inspiring creative achievement</i>
<input type="checkbox"/>	5. Economic Development -- <i>Be a driving force for economic progress in New Mexico</i>
<input type="checkbox"/>	6. Resource Stewardship -- <i>Increase philanthropy and alternative revenue to support teaching, research and service</i>
<input type="checkbox"/>	7. Community - Service, Extension & Outreach -- <i>Be a model for community engagement at all levels through innovative and exceptional outreach activity</i>
<input type="checkbox"/>	Specific objectives: (Complete attached Performance Data Matrix)

Approvals (please print and sign)			
Submitted by	<u>KAREN SCHAEFER</u> Print	<u>Karen Schaefer</u> Signature	<u>9/13/13</u> Date
Director/ Department Approval	<u>MICHAEL JASEK</u> Print	<u>Michael Jasek</u> Signature	<u>9/12/13</u> Date
College Dean/ Division VP Approval	<u>BERNADETTE MONTANA</u> Print	<u>[Signature]</u> Signature	<u>9/30/13</u> Date

Internal Use Only				
University Budget Committee:	Tier Assignment:	<input type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	<input type="checkbox"/> Tier III
	Ranking No.:	_____	Date:	_____
Comments:				
President’s Academic Council:	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Date:	_____
	Comments:			

2014 Budget Form – President’s Performance Fund, supplement

**New Mexico State University
New Initiatives Supporting Vision 2020 Goals and Objectives
Performance Data Matrix
Fiscal Year 2013 - 2014**

The Vision 2020 Strategic Plan provides goals, objectives and key performance indicators for the University. Using the goal(s) you have check marked on the request form, please indicate which of the stated objectives this request is projected to positively impact, how the request is tied to the selected objective and propose a performance measure(s). Then indicate the target performance improvement goals over an annual timeline not to exceed three (3) years. Add rows as needed.

All Presidents’ Performance Fund awards are subject to annual review of comparative performance as a condition of continuing award. The required conditions of continuing funding will be identified at the time of award from the President’s Performance Fund.

Goal Number	Vision 2020 Objective	Explain how request is tied to this objective	Performance Measure	FY2013-2014 Target	FY2014-2015 Target (if applicable)	FY 2015-2016 Target (if applicable)
1. Graduation— Teaching, Learning, and Programs: Provide effective academic programs, stellar teaching and learning, and enhanced student engagement to advance highly capable graduates	Objective 3 Recruit students and support retention through financial, curricular, and wellness services	Tending to mental health factors that are a part of student “wellness” and ability to function academically, could contribute to attrition and graduation rates.	1. Healthy Minds Survey	Obtain baseline of NMSU student mental health		

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			2. Pre and post anxiety and depression measures	Change in scores indicating lower rates of anxiety and depression		
			3. Successful completion of semester receiving biofeedback services	Identify if student successfully completed the semester		
			4. Provide Suicide Talk for a total of 200 undergraduate students and through Pre and post measures, assess myths associated with suicide		Increased comfort in talking openly about suicide	Increased comfort in talking openly about suicide

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		<p>5. Provide training for 90 (each year) Faculty, Staff and Students in ASIST and conduct Pre and post ASIST training measures to assess comfort level in talking with students about suicide.</p>	<p>Increased comfort in talking with students about suicide and number of SuicideTalk presentations given and students served after ASIST training</p>	<p>Increased comfort in talking with students about suicide and number of SuicideTalk presentations given and students served after ASIST training</p>	
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