



Campus Resilience Index (CRI): Measuring systems of support to help students thrive

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INTRODUCTION

Lost&Found started as a student organization at the University of South Dakota in 2010. Our mission is to **reduce young adult suicides**. A decade later, as a 501(c)3 organization, we focus on **education & advocacy, research & evaluation, and student programming**.

To fulfill our mission and support our college partners, we decided to conduct thorough **needs assessments**. The Campus Resilience Index (CRI) was developed to get a snapshot of campuses' environments and understand if its supports, or lack of supports, lead to good or poor student mental health.

Increasing reports of exacerbated mental health conditions and heightened suicide risk are impacting post-secondary institutions in South Dakota and the surrounding region, causing additional strain on prevention, intervention, and postvention efforts. As this need and the compounding challenge of limited prevention capacity continue to grow, the CRI provides a comprehensive visualization of suicide prevention capacity.

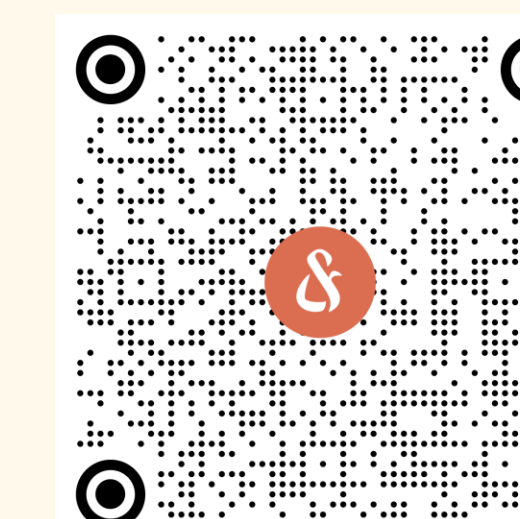
PURPOSE

The CRI is a **partnership-driven tool** created by Lost&Found that **assesses the suicide prevention capacity of college and technical school campuses** and their communities; identifies areas of strength in prevention; and recommends programs, policies, or resources that can reduce suicide risk and enhance students' mental health and well-being.

Its overarching goal is to improve the suicide prevention ecosystems at college campuses across the state of South Dakota and other rural areas where resources are limited.

1. Stone, D.M., Holland, K.M., Bartholow, B., Crosby, A.E., Davis, S., and Wilkins, N. (2017). *Preventing Suicide: A Technical Package of Policies, Programs, and Practices*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

For more information, contact Courtney Young at cyoung@resilienttoday.org or scan the QR code.



METHODS

The CRI is a composite score of indicators that demonstrates how campuses can – and do – support their students' mental health and well-being. The indicators are based on the **Centers for Disease Control and Prevention's (CDC) seven evidenced-based suicide prevention strategies¹**. Lost&Found's researchers adapted these indicators to college campuses with feedback from campus partners.

We collect data via internet searches of public information and fill in the data gaps through input from our partners at participating college campuses. The resulting data summary is shared with campus staff, and together we explore the indicators' relevance and potential utilization. (The CRI implementation process and a sample summary are laid out at right.)

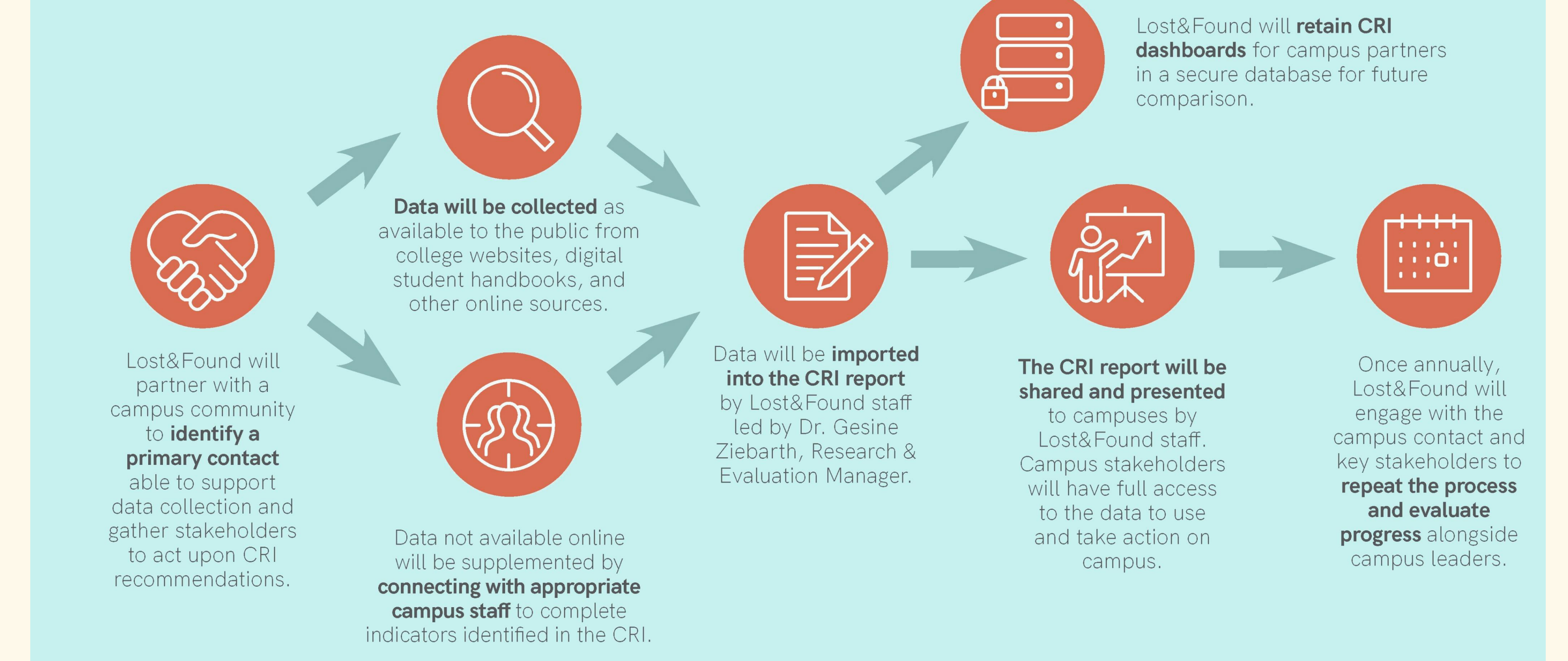
DISCUSSION

Through the data-collection process, campus and community stakeholders engage in understanding their own prevention strategies and efforts, where strengths and challenges lie, and where action can be taken. The CRI is intended to be **repeated each year**, creating an annual process of engaging, measuring, evaluating, and implementing prevention strategies. We also collect systematic feedback on the tool and its use to continue improving its relevance.

CONCLUSION

The CRI supports individual campus communities while also contributing to a larger effort to **better understand the campus suicide prevention ecosystem**. It identifies areas where resources or policy efforts can be directed to effectively support school administrators and the students they serve.

THE CRI IMPLEMENTATION PROCESS



Campus Resilience Index 2021/22

[School Name]

	[School Name]	Comparisons
Strengthen economic supports		
Annual attendance cost	\$ 8,690	\$ 15,392
Emergency loan fund?	yes	●●○○○○
Financial aid counselors?	yes	●●●●○○
Student food pantry?	no	●●○○○○
Free mental health counseling?	yes	●●●●○○
Promote connectedness		
Orientation includes mental health topics?	no	●●○○○○
Peer mentorship program for well-being?	no	●●●●○○
Student events to promote community?	yes	●●○○○○
Fosters online student connection?	14 (214)	7 (99)
Historically underrepresented student groups?	yes	●●●●○○
Mental health student groups?	no	●●○○○○
Create protective environments		
Victim advocacy services (beyond Title IX Coordinator)?	no	●●○○○○
Behavioral threat assessment and management?	yes	●●○○○○
Behavioral health involuntary/voluntary leave policies?	yes	●●○○○○
Campus alcohol use policy?	yes	●●●●○○
Campus firearm policy?	no	●●○○○○
Gender and sexual inclusivity?	no	●●●●○○
Teach coping and problem-solving skills		
Student wellness center?	yes	●●●●○○
Educational mental health events?	yes	●●●●○○
Support groups/group therapy?	no	●○○○○○
Education and career readiness support?	yes	●●●●○○
Identify and support people at risk		
Sexual harassment and assault policies and procedures?	yes	●●●●○○
Mandatory gatekeeper training for faculty/staff?	no	●○○○○○
Diversity support/services?	no	●●●●○○
Disability services?	yes	●●●●○○
Support for student parents?	yes	●●●●○○
Strengthen access and delivery of suicide care		
Mental health crisis policy?	yes	●●●●○○
Walk-in crisis services?	no	●●○○○○
24-hour crisis line?	no	●●●●○○
Online (telehealth) counseling services?	yes	●●●●○○
All mental health resources communicated to students?	no	●●○○○○
Ratio of full-time mental health counselors : students	1:1,240	1:1,000
Average wait time for first counseling appointment	45 days	30 days
Lessen harms and prevent future risk		
Campus-wide suicide prevention initiatives?	no	●●○○○○
Official behavioral response team?	no	○○○○○○
Post crisis support?	yes	●●○○○○
Suicide postvention protocol/policy?	no	○○○○○○