



CAMPUS

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WILLAMETTE UNIVERSITY

# Final Progress Report

# 2025

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# INTRODUCTION

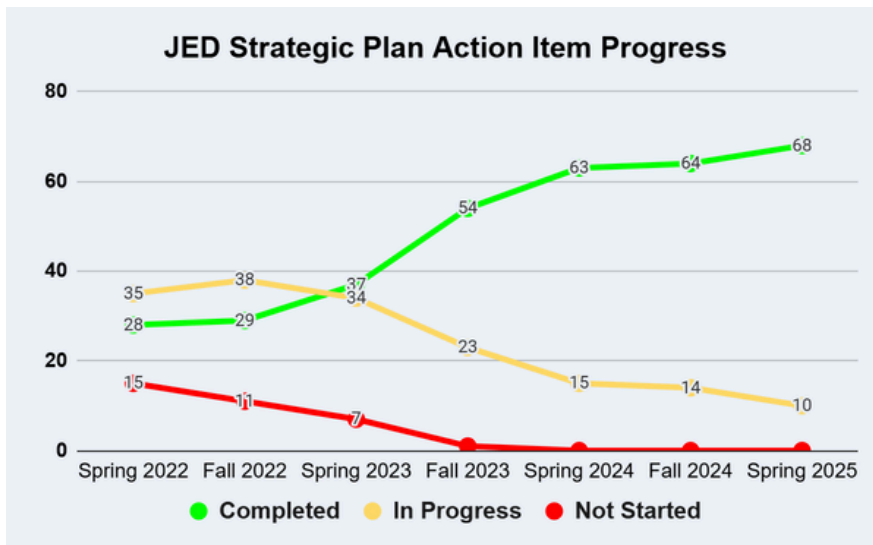
It has been an honor for us in having Willamette University as a part of our JED Campus program since Fall 2021. During this time, the Willamette JED team has remained dedicated to supporting students mental health and well-being through a campus-wide approach.

This report was prepared by reviewing Willamette's pre and post self-assessments, the strategic plan progress, and the two [Healthy Minds Study](#) (HMS) administrations that were administered to Willamette students in the Fall 2021 (**N=817/37.2%**) and Fall 2024 (**N=929/36.78%**).

We hope this report serves as a way to highlight the notable accomplishments the Willamette JED team has accomplished, review student trends related to health and well-being, and provide guidance on how to continue this work at Willamette.

# STRATEGIC PLANNING

Engaging in an active and continuous strategic planning process allows schools to evaluate clinical and programming needs and to examine how they deploy both personal and financial resources to address student mental health challenges. Fundamentally, the establishment of a mental health strategic plan indicates to students and other stakeholders that mental health is a core value for the school.



*This graph shows Willamette's progress on the JED Campus Strategic Plan action steps throughout the program.*

**45%**

of students said they strongly agree or agree that students' mental health and emotional well-being is a priority at Willamette compared to **27%** at baseline

**21% → 39%**

*of students said they strongly agree or agree that Willamette's administration is listening to the concerns of students around health and wellness*

**61%**

of students said they strongly agree or agree that Willamette encourages free and open discussion about mental and emotional health compared to **43%** at baseline

# STRATEGIC PLANNING

## 01

### **Student Mental Health and Well-Being as Institutional Priorities**

(Strategic Plan Action Steps 1.1-1.3)

During the JED Campus program, Willamette consistently demonstrated its commitment through the active work of the JED Committee, regular updates via the Willamette & JED [webpage](#), ongoing data collection, and the integration of student well-being into strategic planning. This commitment was also extended to the PNCA campus, notably through positions like the Health Coach & Educator.

As Willamette transitions to JED Campus Alumni status, we recommend maintaining a campus-wide task force that includes representatives from Student and Academic Affairs, students, and graduate and professional programs. To keep this work a campus-wide priority, consider working with the Willamette Leadership Team to include this committee in institutional strategic planning efforts and to continue supporting messaging around the prioritization and shared responsibility for this work. Additionally, continue partnering with leadership and Marketing and Communications to share progress on this work with the campus community. Consider updating the Willamette & JED webpage and exploring other effective channels to reflect ongoing priorities.

## 02

### **Data Collection, Analysis, and Strategy**

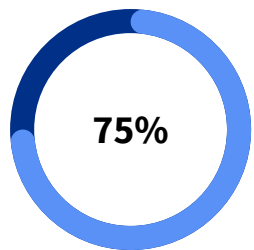
(Strategic Plan Action Steps 1.4-1.6)

In addition to the two HMS administrations, Willamette conducted a campus climate survey in 2023, along with other assessments related to emotional health and well-being. This data was reviewed by the institution and the JED Committee to keep the work data-driven and aligned with student needs. Furthermore, we are impressed to see that the HMS data specifically was presented to a multitude of campus departments and included on the Willamette & JED webpage.

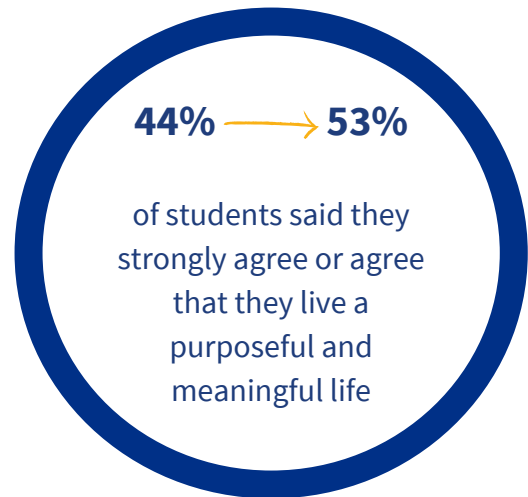
Moving forward, we encourage the JED Committee to continue partnering with Institutional Research to prioritize this data and support its analysis and communication across the campus community. This could include hosting town halls on the state of emotional health and well-being, presenting to campus leadership, incorporating student data into campus norming campaigns, and highlighting related initiatives in campus-wide communications.

# DEVELOP LIFE SKILLS

Supporting life skills education is valuable in teaching healthy ways to cope with the stress of college life. Some of the life skills that are important to a student's well-being include managing friends and relationships, problem solving, decision making, identifying and managing emotions, healthy living, and finding life purpose and meaning.



of students said they strongly agree, agree, or slightly agree that their social relationships are supportive and rewarding compared to **43%** at baseline



## 01

### Life and Academic Skills Programming

(Strategic Plan Action Steps 2.1-2.2)

During the initial site visit, JED Committee members emphasized the importance of continued collaboration with faculty to support well-being within academics. It is commendable that, in response, Willamette created the Undergraduate Faculty/Student Task Force, *Willamette Wellness*, and *Willamette Conversations*, to promote wellness in the classroom. We recommend the task force continue exploring ways to integrate well-being into academic spaces, including reviewing trauma-informed and wellness-based pedagogies.

## 02

### Links between Academics, Physical Health, and Mental Health

(Strategic Plan Action Steps 2.3-2.4)

In addition to life skills programming, we're impressed to see Willamette's continued support for holistic wellness messaging. For example, through initiatives like the PNCA Health Coach & Educator and the inclusion of Health and Wellness on the Life on Campus [webpage](#). We strongly recommend continuing these efforts and considering the development of an institutional dimensions of wellness model to further guide and strengthen this work.

# PROMOTE SOCIAL CONNECTEDNESS

Research has shown that loneliness and isolation are significant risk factors for mental health problems and/or suicidal behavior. Therefore, supportive social relationships and feeling connective to campus, family, and friends are protective factors that can help lower risk.

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**23%** of students said they strongly agree or agree that they feel isolated from campus life, down from **31%** at baseline. This is an 8% reduction!

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## 01

### **Identifying Disconnected/Isolated Students and Efforts to Promote Belonging and Inclusion**

(Strategic Plan Action Steps 3.5-3.6)

During the JED Campus Program, Willamette enhanced the Office of Student Engagement and Leadership to support student connection and strengthened the efforts in the office of Intercultural Engagement and Inclusion to foster connection and support for students. Additionally, JED is impressed to see that a [peer educator program](#) launched at the PNCA campus, as this is an effective way to foster connection through peer support. Lastly, the university has also strengthened the CARE Network through increased promotion and policy improvements, including JED Committee members educating faculty and staff on identifying and supporting students at risk.

Due to the [rise](#) in loneliness and isolation, we strongly encourage Willamette continue its excellent work in promoting a culture of belonging and assisting students with feeling connected to campus. We also recommend working with students directly to gather input on potential barriers or populations that may have a hard time connecting to campus.

# IDENTIFY STUDENTS AT RISK

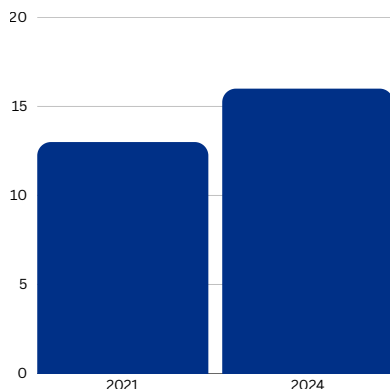
It is important to take action to identify students at risk for mental health problems and/or suicidal behavior, and also to promote emotional health awareness among those who interact with students the most – such as residence hall staff, academic advisors, faculty, and even fellow students – as it is vital for these people to be able to recognize and refer a student who might be in distress.

## 01 Screening Opportunities (Strategic Plan Action Steps 5.1-5.3)

JED believes regular, accessible screening for mental health and substance use is key to identifying at-risk students. JED appreciates the Bishop Wellness Center staff for consistently promoting screening opportunities and incorporating comprehensive screeners for mental health and substance use into their appointments. We recommend continuing to provide in-person and virtual screening opportunities for students. Consider partnering with Athletics or other campus departments to provide campus-wide screening days.

## 02 Mental Health Training (Strategic Plan Action Steps 6.1-6.3)

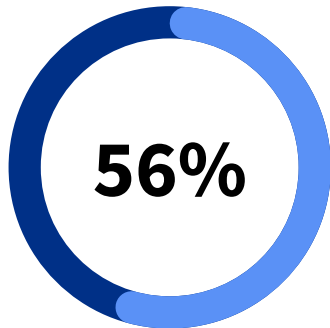
From JED’s perspective, there should be wrap-around support for students and no “wrong door” for them to seek assistance. Therefore, JED is glad to see the work of the JED Committee to train members of the campus community in [Question, Persuade, Refer](#) (QPR) and [JED’s You Can Help a Student](#). Also, it is worth mentioning how much work the JED Committee has done to strengthen and expand these training efforts by training new staff and training approximately 100 community members in Fall 2023. We recommend working to continue these efforts, and prioritize training students and parents and family members. Some institutions include QPR in their parent and student orientations.



This graph represents the % of students who responded to strongly agreeing or agreeing that they are aware of mental health efforts on campus

# INCREASE HELP-SEEKING BEHAVIOR

Many students who need help may be reluctant or unsure of how to seek it out. Obstacles to help-seeking include lack of awareness of mental health services, skepticism about the effectiveness of treatment, prejudices associates with mental illness, and uncertainty about costs or insurance coverage. Campuses should engage in a variety of activities designed to increase the likelihood that a student in need will seek help.



of students in both HMS surveys said that they strongly agree or agree that when they feel depressed or sad they tend to keep those feelings to themselves



of students said they strongly agree or agree that they are aware of mental health efforts on campus compared to **51%** at baseline

## 01

### Improve Awareness & Increase Help-Seeking Behaviors (Strategic Plan Action Steps 7.1-7.4)

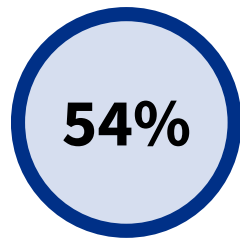
The JED Committee has made strong efforts throughout the JED Campus program to improve awareness and encourage help-seeking among Willamette students. Notable accomplishments include collaborating with PNCA students on social media campaigns, partnering with campus communications for [Mental Health Awareness Month](#), and installing Wellness kiosks across campus.

Based on the HMS data on help-seeking behavior, we recommend the JED Committee continue to prioritize this work, focusing on identifying and reducing barriers and stigma around accessing mental health and substance use services. In addition to including students in these initiatives, we encourage also including staff and faculty. Some institutions create a “talk series” of students, staff, alumni, and faculty sharing stories of help-seeking and resilience.



# PROVIDE MENTAL HEALTH & SUBSTANCE USE SERVICES

JED encourages institutions to provide accessible, consistent, and high-quality mental health and substance use support services for students. Effective care includes appropriate staffing levels, varied and flexible treatment options, and strong collaboration with off-campus providers. Ensuring students have access to the support they need can play a vital role in promoting well-being, reducing risks, and supporting their academic success.



of students needed help for emotional/mental health problems in the last 12 months, compared to **66%** at baseline



The number of students who report binge drinking in the past 2 weeks has decreased from baseline

## 01

### Student Policies

(Strategic Plan Action Steps 9.1-9.6 & 12.1-12.4, 13.1, 14.5)

We believe student policies are essential in identifying and supporting students at risk for mental health and/or substance use concerns. We are impressed by Willamette’s efforts to prioritize and adapt its policies throughout the JED Campus program. For example, implementing a consistent, codified medical withdrawal process across all colleges is a significant achievement. Additionally, updating the [Medical Amnesty Policy](#) to reduce barriers for students seeking help in substance-related emergencies is an additional commendable achievement.

## 02

### Clinical Mental Health Services & Substance Misuse Education

(Strategic Plan Action Steps 10.1-12.10)

In addition to the services Willamette was already providing for mental health and substance use, you all partnered with Uwill, expanded mental health medication management in the Bishop Wellness Center, and partnered with Oregon Health Authority to expand naloxone training and access. These are excellent achievements. We recommend that the university continue to review the utilization and staffing capacities to ensure the Bishop Wellness Center remains supported.

# CRISIS MANAGEMENT PROCEDURES & PROMOTE MEANS SAFETY

Having clear crisis management policies and protocols in place, including a focus on crisis prevention and effective responses when crises occur, is central to the safety of students and the campus community. Clear and accessible emergency and postvention protocols help guide faculty and staff when a student is struggling and provide readily accessible emergency information, including crisis phone numbers, chat, and text services.

## 01 Awareness of Crisis Protocols (Strategic Plan Action Steps 13.1, 13.2, 13.3, and 14.2)

As mentioned previously, there have been a multitude of steps to enhance the awareness of the [CARE Team](#) and CARE reporting form. Some highlights include the one-pager to promote crisis resources around campus and the QR code on the back of Willamette ID cards with a link to emergency resources. We strongly commend these achievements and recommend working to continue sharing these resources with the campus community.



## 02 Means Safety Practices (Strategic Plan Action Step 15.1-15.5)

Restricting access to potential means of self-harm is one of the most effective strategies for suicide prevention. JED appreciates that environmental safety checks have been conducted across all campuses with a mental health focus, and that hope signage has been added in areas where risks cannot be fully mitigated. We strongly recommend the institution prioritize this work annually.



# ACKNOWLEDGEMENTS

Willamette will be considered an Alumni of the JED Campus program in August 2025. This means the institution will have continued access to our Learning Community, the JED Campus Playbook, newsletters, JED connection calls, and other JED communications and opportunities. Though Willamette will not have any regular check-ins with your JED Campus Advisor, you can contact us at any time if you need advice, have a question, or would like to have any assistance in anything related to emotional health for your campus.

*Lastly, we would like to extend a huge thank you to Don Thomson, Associate Dean for Health and Wellbeing & Director of Bishop Wellness Center for serving as the JED lead, and the rest of the Willamette JED Committee.*

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*We thank you for your continued support in supporting wellbeing efforts on your campus*

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