



# Mental Health Survey Report

December, 2024

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## Introduction

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With a goal of furthering their understanding of the mental health needs of Palomar students as they return to campus, Health Services, in collaboration with Institutional Research and Planning, developed a survey to assess student mental health needs. The survey gave focus to distress and resources that might benefit students experiencing distress. This report describes the data, reviews the results, and provides a brief summary. Appendix A contains the text of the questionnaire items.

### Data

The data come from a web survey administered in the spring term of 2022 and the fall of 2023. The administration procedures differed from the first administration to the second. The first administration involved a brief, stand-alone survey that went to a random selection of students. For the second administration, the survey was part of a larger survey effort, and only a randomly selected subset of respondents received the mental health questionnaire items, resulting in a smaller number of survey participants. For both administrations, students were randomly selected to serve as the sampling frame for the study. Each of the students in the sample received an email invitation to participate in the survey, and up to four reminder emails went out to nonrespondents. A total of 695 surveys were completed in the first administration, and 265 respondents received the mental health questions in the second administration.

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## Results

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### Demographics and Student Characteristics

#### Demographics

Tables 1 through 3 display demographic characteristics of the survey respondents. The respondents represent the overall population of the college quite well in terms of race and ethnicity. As is typical in surveys, females were more likely to respond than males. Other student characteristics are summarized in Tables 4 through 6.

Table 1. Race and Ethnicity by Year			
Race and Ethnicity		Year	
		2022	2023
American Indian/Alaska Native	Number	4	0
	Percent	0.6%	0.0%
Asian	Number	45	13
	Percent	6.6%	4.9%
Black/African American	Number	15	5
	Percent	2.2%	1.9%
Filipino	Number	24	5
	Percent	3.5%	1.9%
Hispanic	Number	289	130
	Percent	42.2%	49.1%
Pacific Islander	Number	2	0
	Percent	0.3%	0.0%
White	Number	246	93
	Percent	35.9%	35.1%
Multi Ethnic	Number	53	17
	Percent	7.7%	6.4%
Unknown	Number	7	2
	Percent	1.0%	0.8%
Total	Number	685	265
	Percent	100.0%	100.0%

Table 2. Gender by Year			
Gender		Year	
		2022	2023
Female	Number	435	153
	Percent	63.5%	57.7%
Male	Number	235	104
	Percent	34.3%	39.2%
Non-binary	Number	3	2
	Percent	0.4%	0.8%
Unknown	Number	12	6
	Percent	1.8%	2.3%
Total	Number	685	265
	Percent	100.0%	100.0%

Table 3. Age Category by Year			
Age Category		Year	
		2022	2023
< 18	Number	41	8
	Percent	6.0%	3.0%
18 to 20	Number	281	102
	Percent	41.0%	38.5%
21 to 24	Number	137	32
	Percent	20.0%	12.1%
25 to 29	Number	56	26
	Percent	8.2%	9.8%
30 to 39	Number	80	39
	Percent	11.7%	14.7%
40 to 64	Number	82	53
	Percent	12.0%	20.0%
65+	Number	8	5
	Percent	1.2%	1.9%
Total	Number	685	265
	Percent	100.0%	100.0%

#### Student Characteristics

Table 4. Unit Load by Year			
Load		Year	
		2022	2023
Full Time	Number	316	129
	Percent	46.1%	48.7%
Part Time	Number	369	136
	Percent	53.9%	51.3%
Total	Number	685	265
	Percent	100.0%	100.0%

Table 5. Credit Status by Year			
Credit Status		Year	
		2022	2023
Credit	Number	673	257
	Percent	98.2%	97.0%
Non Credit	Number	12	8
	Percent	1.8%	3.0%
Total	Number	685	265
	Percent	100.0%	100.0%

Table 6. of Attendance by Year			
Time of Attendance		Year	
		2022	2023
Day Only	Number	467	175
	Percent	68.2%	66.0%
Day and Evening	Number	190	73
	Percent	27.7%	27.5%
Evening Only	Number	28	17
	Percent	4.1%	6.4%
Total	Number	685	265
	Percent	100.0%	100.0%

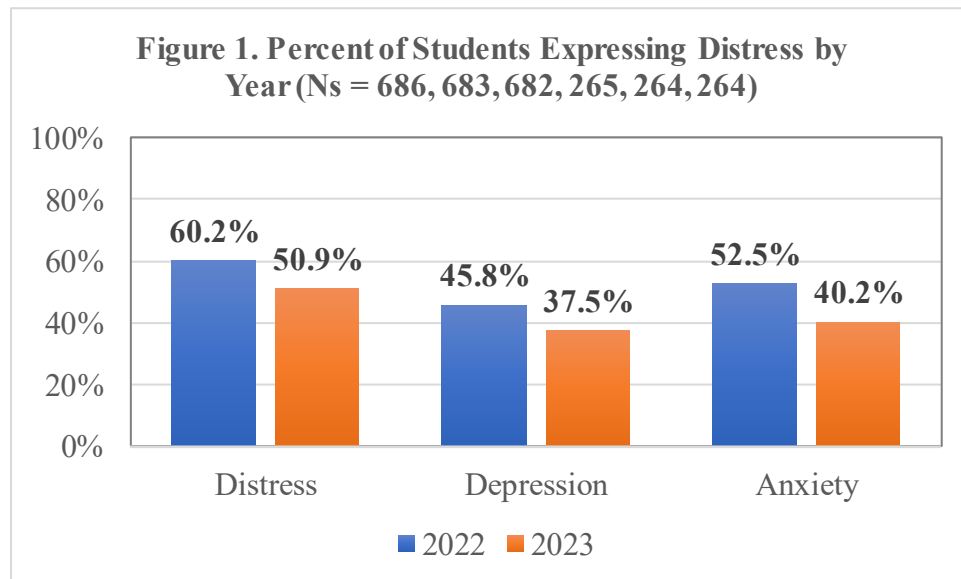
## Distress

### Experiencing Distress

This study examined two forms of distress: depression and anxiety. Students at Palomar expressed both of these forms of distress. Table 7 shows that two out of five of respondents reported experiencing depression at least some of the time over the last 30 days, and slightly more experienced at least some anxiety over the last 30 days. Over half of the respondents indicated that they experienced at least one form of distress in this time period. The table reveals that both depression and anxiety declined from the first administration to the second. This pattern is made clear in Figure 1, which shows the percentages of students who reported experiencing at least some depression or anxiety.

**Table 7. Distress: Anxiety & Depression by Year**

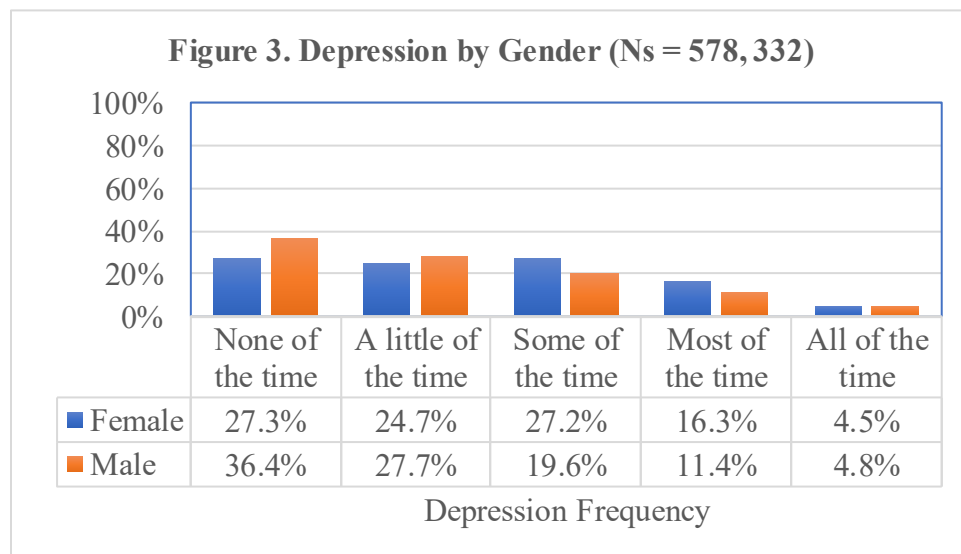
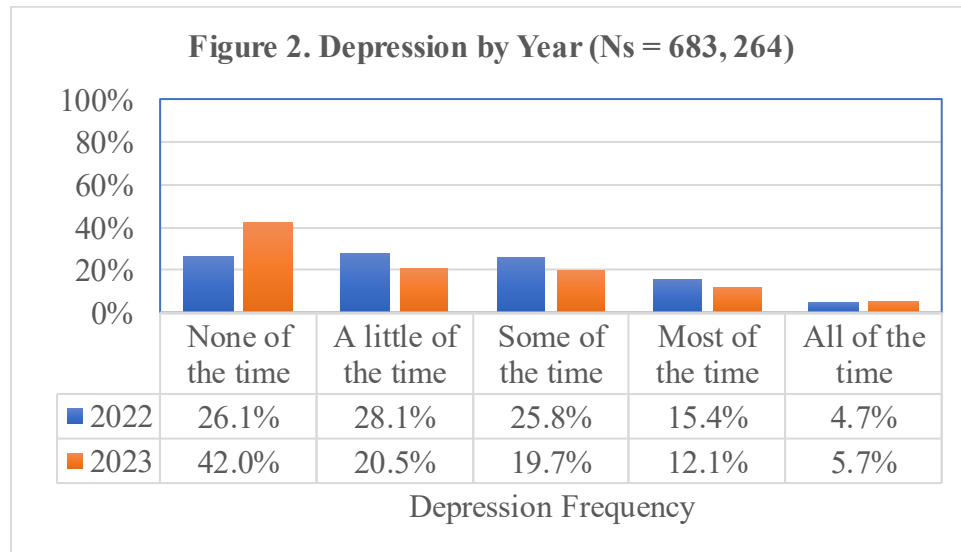
Frequency of Distress		Depression		Anxiety	
		2022	2023	2022	2023
None of the time	Number	178	111	155	91
	Percent	26.1%	42.0%	22.7%	34.5%
A little of the time	Number	169	54	169	67
	Percent	28.1%	20.5%	24.8%	25.4%
Some of the time	Number	196	52	196	59
	Percent	25.8%	19.7%	28.7%	22.3%
Most of the time	Number	119	32	119	32
	Percent	15.4%	12.1%	17.4%	12.1%
All of the time	Number	43	15	43	15
	Percent	4.7%	5.7%	6.3%	5.7%
Total	Number	682	264	682	264
	Percent	100.0%	100.0%	100.0%	100.0%





## Depression

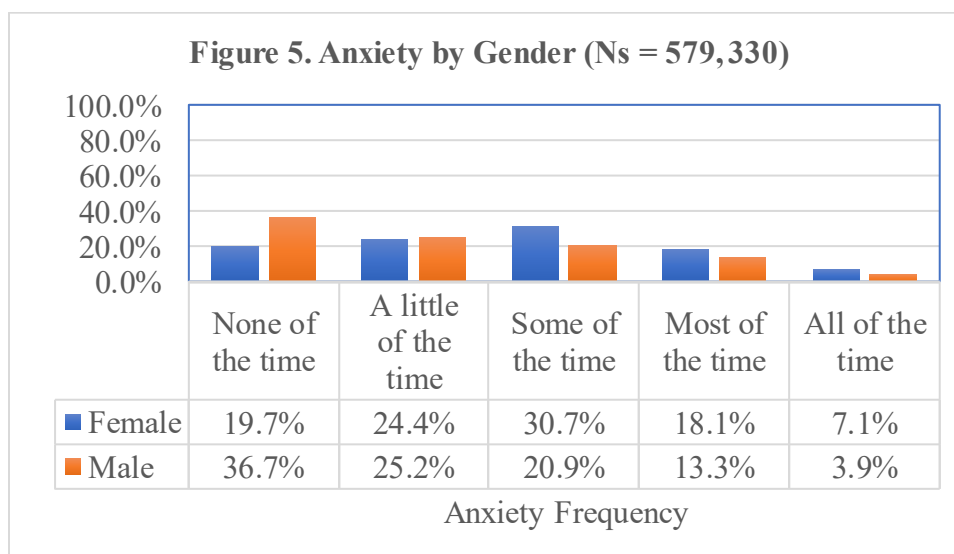
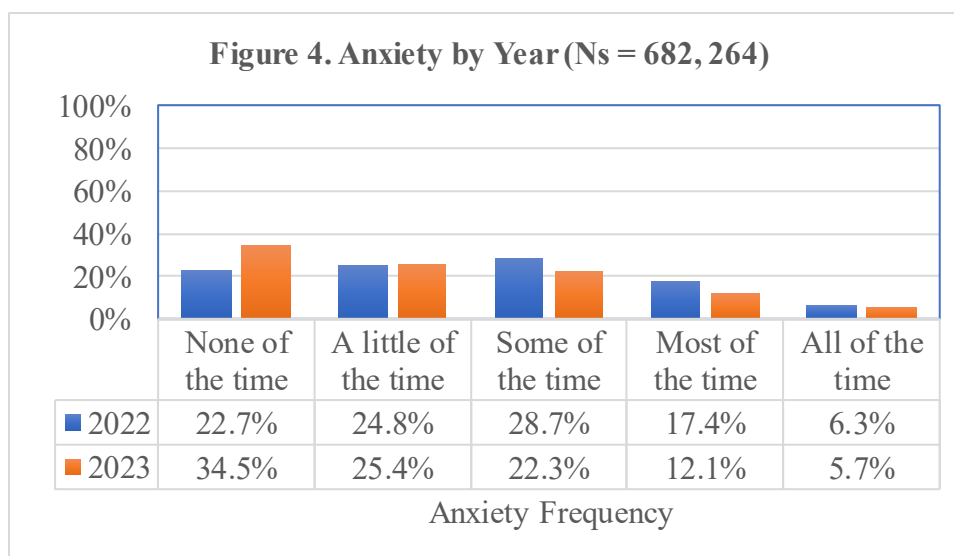
Figure 2 displays the frequency of experiencing distress by year. Students experienced depression less often in 2023 than they had in 2022. Depression also varied in frequency by gender and by age, as revealed in Figure 3 and Table 8.



<b>Table 8. Depression by Age Category</b>					
Depression Frequency	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
None of the time	25.5%	27.1%	23.2%	31.4%	50.8%
A little of the time	31.1%	23.5%	20.7%	24.6%	16.7%
Some of the time	23.7%	25.9%	29.3%	24.6%	23.5%
Most of the time	15.2%	19.3%	18.3%	13.6%	6.8%
All of the time	4.5%	4.2%	8.5%	5.9%	2.3%
Ns	376	166	82	118	132

## Anxiety

As noted previously (see Table 7), two out of five respondents reported experiencing at least some anxiety over the last 30 days. Figure 4 reveals that the frequency of experiencing anxiety was lower in 2023 than it had been in the previous year. The frequency of experiencing anxiety was also qualified by gender and by age, as revealed in Figure 5 and Table 9. Females experienced anxiety a little more frequently than males, and the distribution of anxiety across age groups took on an inverse J pattern with anxiety peaking for students aged 25 to 29, and declining for older students, as revealed in Table 9.



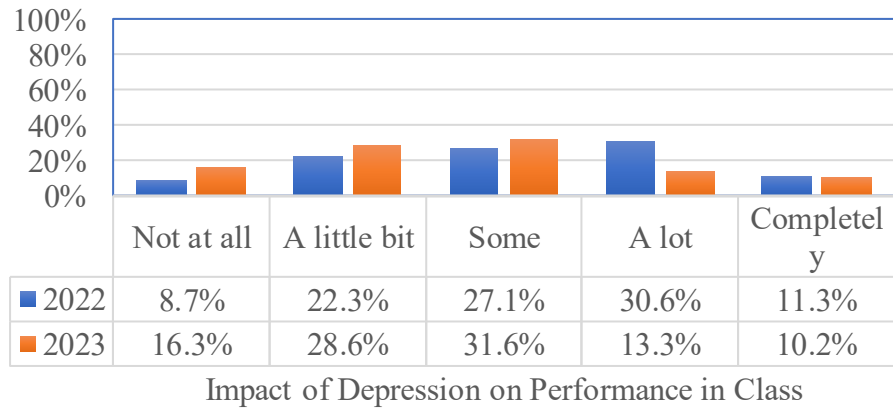
<b>Table 9. Anxiety by Age Category</b>					
Anxiety Frequency	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
None of the time	21.3%	25.9%	13.4%	28.0%	42.0%
A little of the time	25.6%	19.3%	29.3%	26.3%	25.2%
Some of the time	28.0%	29.5%	25.6%	28.8%	21.4%
Most of the time	18.9%	17.5%	23.2%	11.0%	9.2%
All of the time	6.1%	7.8%	8.5%	5.9%	2.3%
Ns	375	166	82	118	131

### Impact of Distress

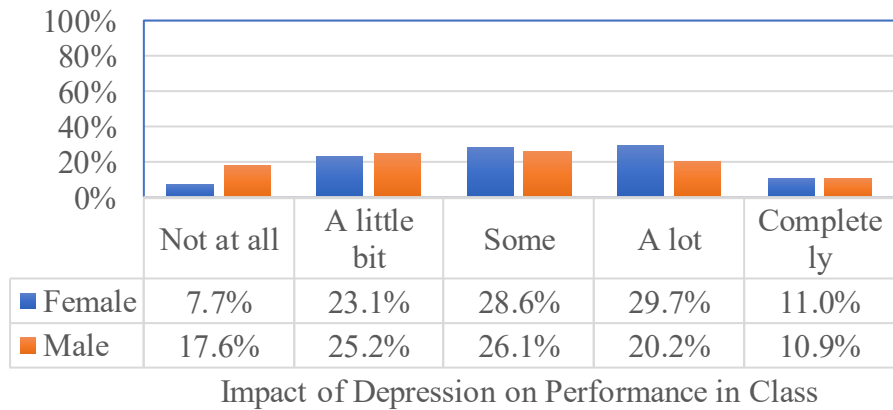
Students who reported that they had experienced at least some depression or some anxiety recently were asked about the impact the depression or anxiety had on them. Table 10 reveals that of those experiencing depression at least some of the time, nearly two out of five (38.8%) reported that the experience of depression impacted their personal growth a lot or completely. Similar numbers (37.5%) indicated that experiencing depression affected their performance in class a lot or completely. Students experiencing depression were also affected in terms of their daily functioning and ability to stay in class. The impact of depression on class performance was not as strong in 2023 as it had been in 2022, as illustrated in Figure 4. The perception of impact of depression on the students' performance in class was associated with gender (Figure 5), and the perceived impact of depression on the students' ability to stay in class was associated with age (Table 11).

<b>Table 10. Impact of Depression</b>						
Impact of Depression on:	Not at all	A little bit	Some	A lot	Completely	Total
Daily Functioning	25	121	135	104	25	410
	6.1%	29.5%	32.9%	25.4%	6.1%	100.0%
Performance in Class	43	97	115	108	45	408
	10.5%	23.8%	28.2%	26.5%	11.0%	100.0%
Students' Ability to Stay in Class	120	87	85	73	35	400
	30.0%	21.8%	21.3%	18.3%	8.8%	100.0%
Personal Growth	34	95	112	110	43	394
	8.6%	24.1%	28.4%	27.9%	10.9%	100.0%

**Figure 4. Impact of Depression on Performance in Class by Year (Ns = 310, 98)**



**Figure 5. Impact of Depression on Performance in Class by Gender (Ns = 273, 119)**



**Table 11. Impact of Depression on Students' Ability to Stay in Class by Age Category**

Impact of Depression	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all	33.5%	28.4%	31.0%	21.6%	28.6%
A little bit	24.7%	9.9%	14.3%	29.4%	28.6%
Some	17.7%	27.2%	26.2%	27.5%	16.7%
A lot	17.1%	24.7%	26.2%	15.7%	7.1%
Completely	7.0%	9.9%	2.4%	5.9%	19.0%
Ns	158	81	42	51	42

Those experiencing anxiety at least some of the time reported on the impact of that anxiety. Their responses are summarized in Table 12, which shows that three out of ten of those experiencing anxiety reported that their personal growth and performance in class had been impacted a lot or completely. Daily functioning and students' ability to stay in class were also impacted. Tables 13 and 14 show that the impact of anxiety was qualified by age.

**Table 12. Impact of Anxiety**

Impact of Anxiety on:	Not at all	A little bit	Some	A lot	Completely	Total
Daily Functioning	41	149	145	90	31	456
	9.0%	32.7%	31.8%	19.7%	6.8%	100.0%
Performance in Class	61	120	135	97	43	456
	13.4%	26.3%	29.6%	21.3%	9.4%	100.0%
Students' Ability to Stay in Class	166	105	81	67	29	448
	37.1%	23.4%	18.1%	15.0%	6.5%	100.0%
Personal Growth	47	127	130	106	32	442
	10.6%	28.7%	29.4%	24.0%	7.2%	100.0%

<b>Table 13. Impact of Anxiety on Daily Functioning by Age Category</b>					
Impact of Anxiety on Daily Functioning	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all	12.1%	4.5%	4.3%	7.4%	7.7%
A little bit	38.9%	29.5%	27.7%	22.2%	28.2%
Some	27.3%	28.4%	34.0%	48.1%	41.0%
A lot	13.6%	30.7%	31.9%	16.7%	17.9%
Completely	8.1%	6.8%	2.1%	5.6%	5.1%
Ns	198	88	47	54	39

<b>Table 14. Impact of Anxiety on Students' Ability to Stay in Class by Age Category</b>					
Impact of Anxiety on Students' Ability to Stay in Class	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all	46.9%	28.7%	25.0%	25.0%	31.7%
A little bit	23.7%	21.8%	25.0%	25.0%	26.8%
Some	13.4%	17.2%	22.7%	34.6%	12.2%
A lot	9.8%	28.7%	20.5%	11.5%	12.2%
Completely	6.2%	3.4%	6.8%	3.8%	17.1%
Ns	194	87	44	52	41



## Support Resources

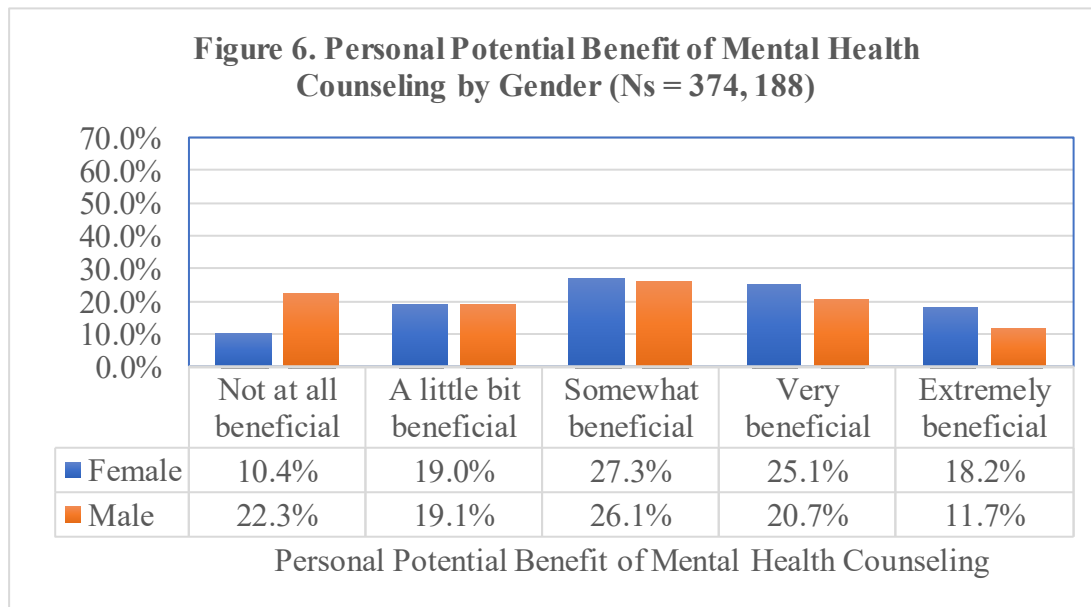
### Perceived Benefit

Respondents indicating that they experienced at least some depression or anxiety in the last 30 days were asked how beneficial they thought various resources, displayed in Table 15, would be to them. Many students saw benefit in the resources, especially the basic needs resources and mental health counseling. Two out of five of the respondents experiencing distress reported that they thought basic needs resources and mental health counseling resources would be very or extremely beneficial.

**Table 15. Potential Benefit of Resources**

Personal Potential Benefit of:	Not at all beneficial	A little bit beneficial	Somewhat beneficial	Very beneficial	Extremely beneficial	Total
Mental Health Counseling	83	110	156	137	96	582
	14.3%	18.9%	26.8%	23.5%	16.5%	100.0%
Coping Skills Workshops	120	137	146	102	60	565
	21.2%	24.2%	25.8%	18.1%	10.6%	100.0%
Identity-based Social Forums	227	70	98	78	62	535
	42.4%	13.1%	18.3%	14.6%	11.6%	100.0%
Basic Needs Resources	162	67	97	121	141	588
	27.6%	11.4%	16.5%	20.6%	24.0%	100.0%
Off-campus Referrals	128	73	132	86	82	501
	25.5%	14.6%	26.3%	17.2%	16.4%	100.0%

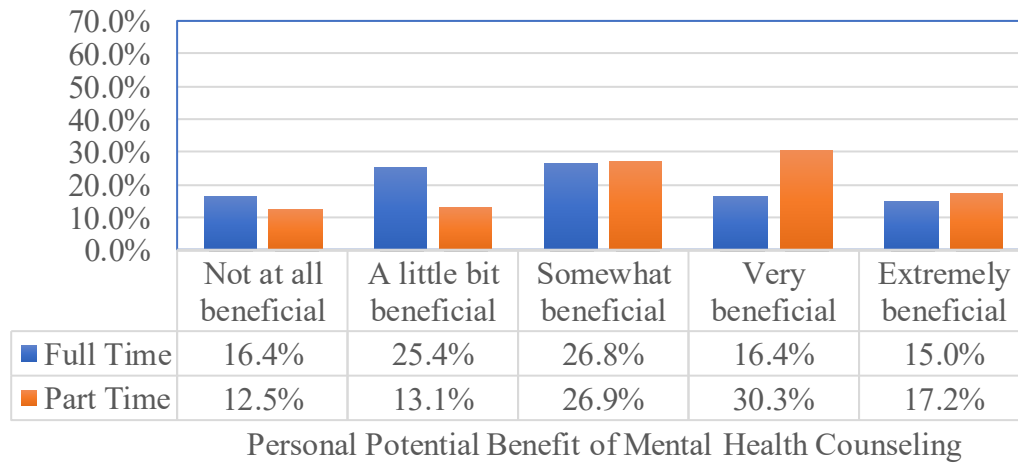
Ratings of the potential benefit of various support services varied by demographics. The perceived benefit of mental health counseling varied by gender, age, and student load. Females saw more benefit in mental health counseling than did males. Generally, the older the student, the more benefit they saw in mental health counseling, though this was not the case for the oldest category. Part-time students saw greater potential benefit in mental health counseling than did full-time students.



**Table 16. Personal Potential Benefit of Mental Health Counseling by Age Category**

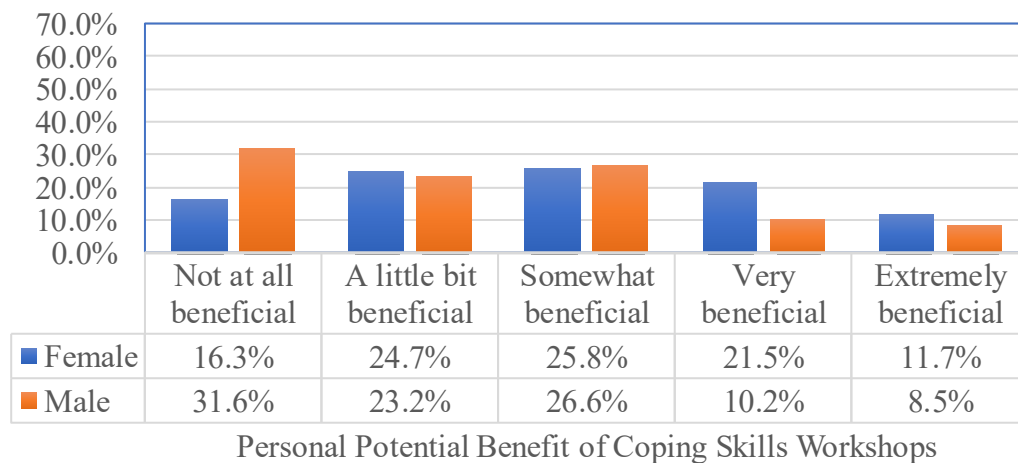
Personal Potential	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all beneficial	16.4%	10.2%	7.3%	9.2%	24.4%
A little bit beneficial	26.6%	13.3%	18.2%	11.8%	6.4%
Somewhat beneficial	23.4%	35.7%	23.6%	25.0%	28.2%
Very beneficial	19.7%	24.5%	25.5%	30.3%	29.5%
Extremely beneficial	13.9%	16.3%	25.5%	23.7%	11.5%
Ns	244	98	55	76	78

**Figure 7. Personal Potential Benefit of Mental Health Counseling by Load (Ns = 280, 297)**



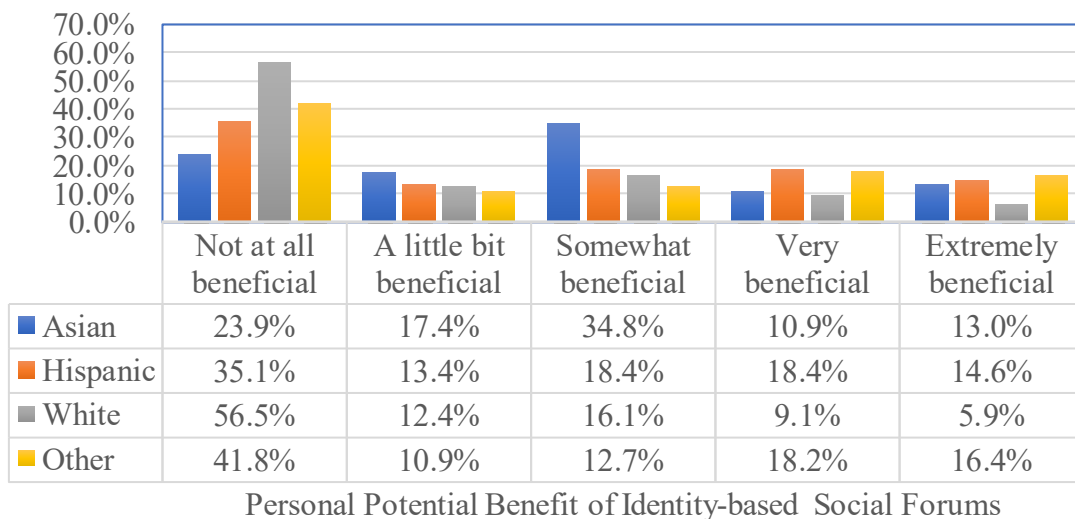
As seen in Figure 8, the perceived benefits of coping skills workshops varied by gender. Females saw greater benefit in coping skills workshops than did males.

**Figure 8. Personal Potential Benefit of Coping Skills Workshops by Gender (Ns = 368, 177)**

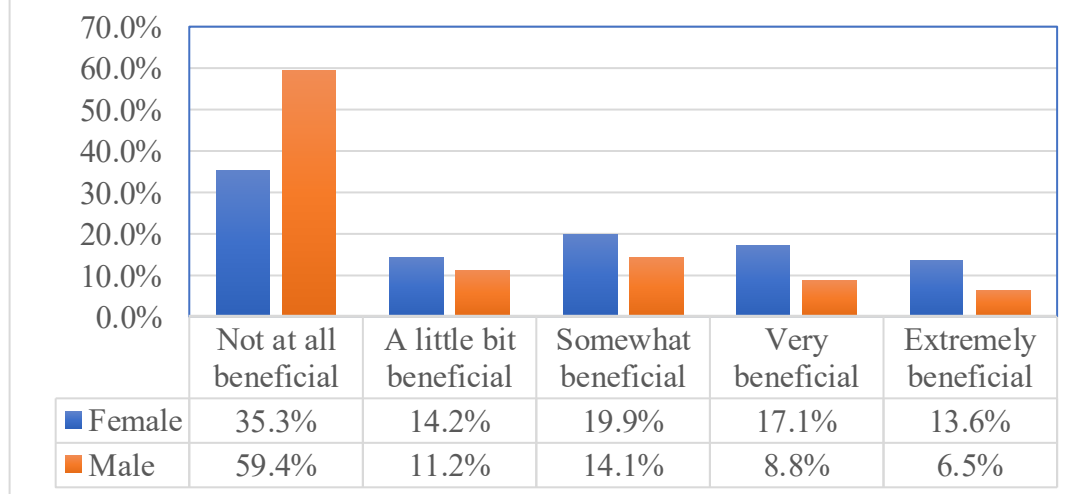


The perceived benefit of identity-based social forums varied by race and ethnicity as well as gender, as indicated in Figures 9 and 10. Females saw significantly greater benefit in identity-based social forums.

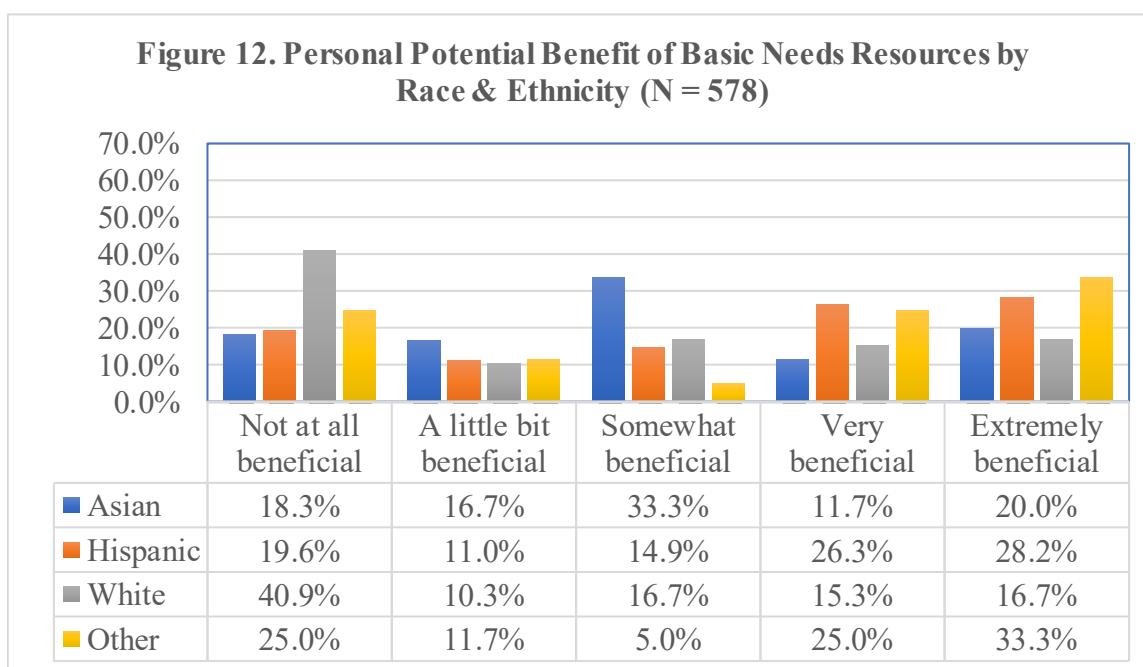
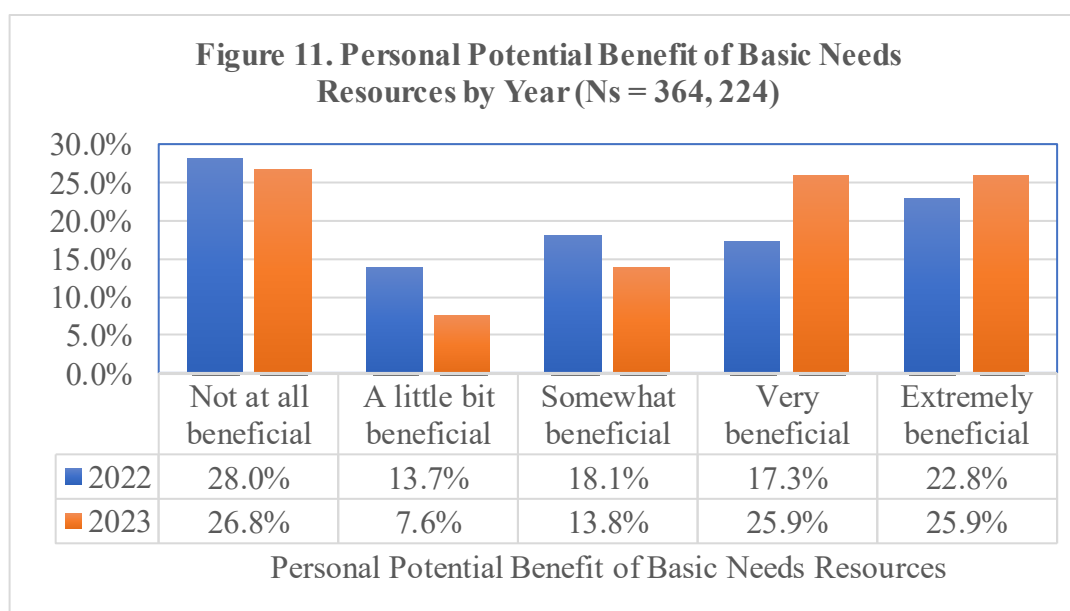
**Figure 9. Personal Potential Benefit of Identity-based Social Forums by Race & Ethnicity (Ns = 46, 239, 186, 55)**



**Figure 10. Personal Potential Benefit of Identity-based Social Forums by Gender (Ns = 346, 170)**



The perceptions of the benefit of basic needs resources differed by year, race and ethnicity, and age. Figure 11 shows that the perceived benefit of basic needs resources increased in 2023 relative to 2022. Basic needs resources were viewed as particularly valuable by Hispanic and Other students, as indicated in Figure 12. Table 17 shows that the perceived benefit of basic needs resources was also qualified by age.



**Table 17. Personal Potential Benefit of Basic Needs Resources by Age Category**

Personal Potential	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all beneficial	34.4%	16.8%	22.8%	17.5%	28.4%
A little bit beneficial	14.9%	9.9%	8.8%	11.3%	8.1%
Somewhat beneficial	11.2%	20.8%	21.1%	18.8%	12.2%
Very beneficial	18.3%	25.7%	24.6%	18.8%	25.7%
Extremely beneficial	21.2%	26.7%	22.8%	33.8%	25.7%
Ns	241	101	57	80	74

The perceived benefit of off-campus referrals varied by age category, as indicated in Table 18. Students aged 21 to 29 perceived the greatest benefit relative to other age categories.

**Table 18. Personal Potential Benefit of Off-campus Referrals by Age Category**

Personal Potential	Age Category				
	18 to 20	21 to 24	25 to 29	30 to 39	40 to 64
Not at all beneficial	33.5%	14.3%	20.0%	19.1%	20.9%
A little bit beneficial	16.5%	10.7%	16.0%	14.7%	10.4%
Somewhat beneficial	26.0%	31.0%	20.0%	25.0%	28.4%
Very beneficial	12.5%	26.2%	20.0%	17.6%	23.9%
Extremely beneficial	11.5%	17.9%	24.0%	23.5%	16.4%
Ns	200	84	50	68	67

### Amount of Benefit

A student who experienced at least some depression or anxiety in the last 30 days and indicated that they saw at least some benefit in one or more of the resources described above were classified as one who perceived benefit in support resources. The perceived benefit ratings were aggregated into one Amount of Perceived Benefit score with a range of 0 to 25. Table 19 shows that most (82.5%) students experiencing depression or anxiety perceived benefit in the college's support resources. Table 20 shows that the overall average amount of benefit rating was 12.22. The amount of benefit ratings varied by race and ethnicity, gender, and age.

**Table 19. Student Perceives Benefit in Support Resources**

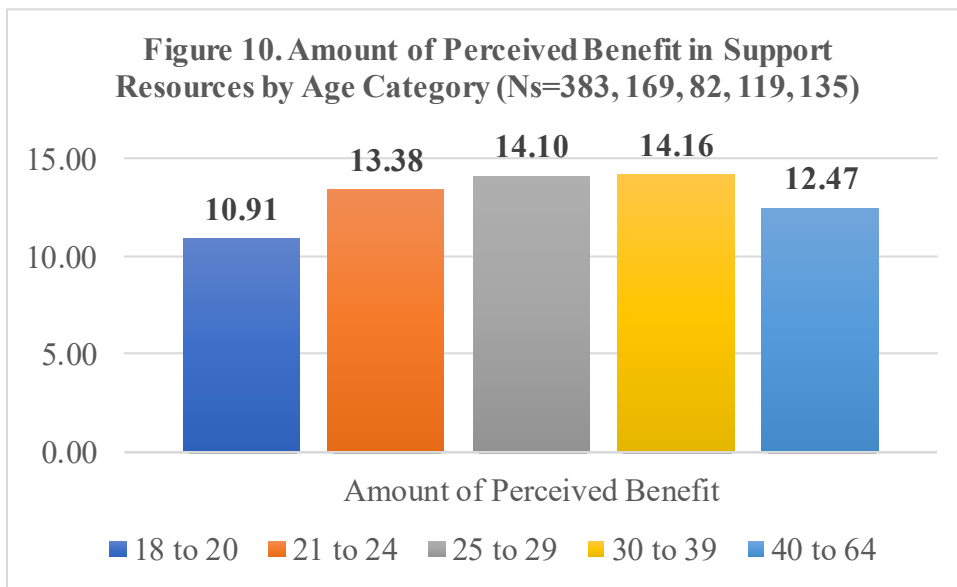
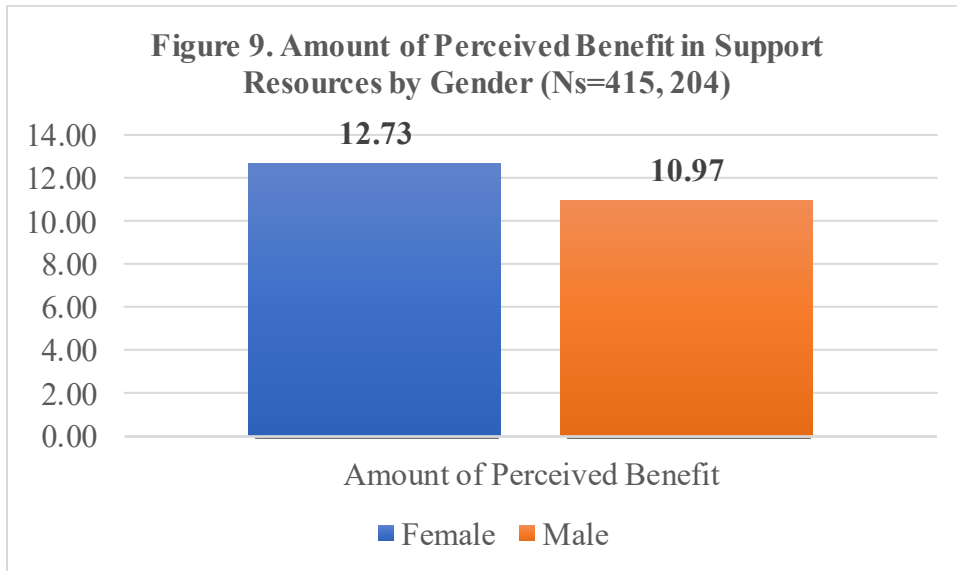
Student Perceives Benefit in Support	Number	Percent
No	112	17.5
Yes	528	82.5
Total	100	100

**Table 20. Amount of Perceived Benefit in Support Resources**

Number	Minimum	Maximum	Amount of Perceived Benefit
640	1	25	12.22

**Table 21. Amount of Perceived Benefit of Support Services by Race & Ethnicity**

Race & Ethnicity	Mean	N
Asian or Pacific Islander	12.30	61
Hispanic	12.89	281
White	10.95	224
Other	13.48	64
Total	12.20	630





## Sense of Belonging

Respondents were asked a set of questions that related to a sense of belonging. These items were aggregated into a Sense of Belonging scale that ranged from 1 to 5, with a standard deviation of 0.96. The individual questionnaire items are included in Appendix A. Overall, the students had a sense of belonging average score of 3.62, as indicated in Table 22. Table 23 shows that sense of belonging was negatively correlated with the distress frequency measures. That is, the greater the sense of belonging, the less frequently the respondent reported experiencing depression (-0.35) and anxiety (-0.27).

**Table 22. Student's Sense of Belonging at Palomar**

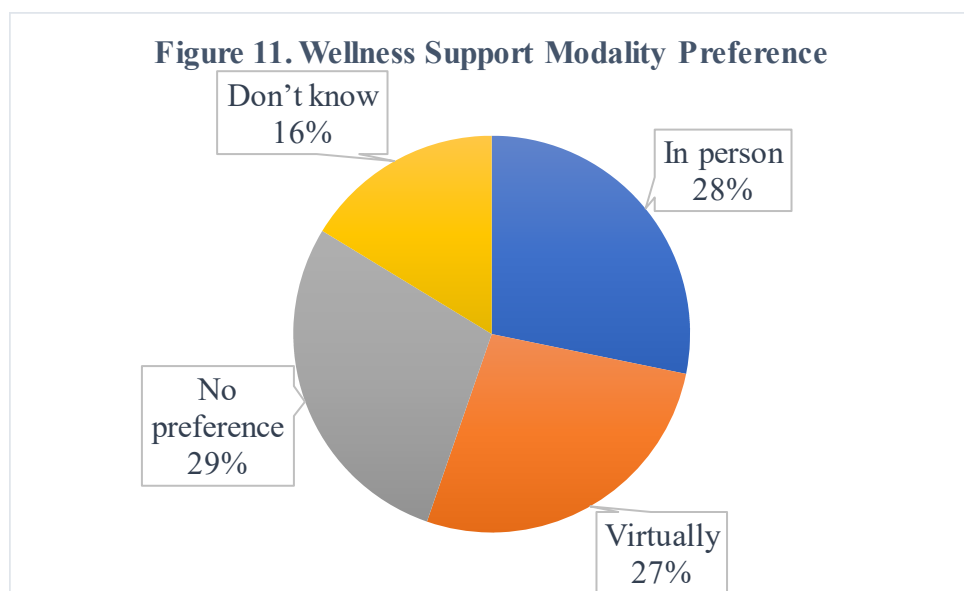
Year	N	Mean
2023	267	3.62

**Table 23. Correlations of Student's Sense of Belonging with Depression and Anxiety**

	Number	Correlations with Student's Sense of Belonging at Palomar
Depression Frequency	263	-.352**
Anxiety Frequency	263	-.271**

## Mode Preference

Students were asked, at the time of the survey, what would be their preference for how these support services were delivered. Figure 11 displays students' expressed a preference for receiving wellness support across modalities. Figure 12 shows that from 2022 to 2023 the proportion of students who preferred to receive support virtually was cut in half, from 40.1% to 19.6%. Students were asked if they would accept support services delivered in their non-preferred mode. For example, students who expressed a preference for in-person support were asked if they would accept support services delivered virtually. Table 24 shows that about three quarters of the respondents would accept services delivered in a non-preferred modality.



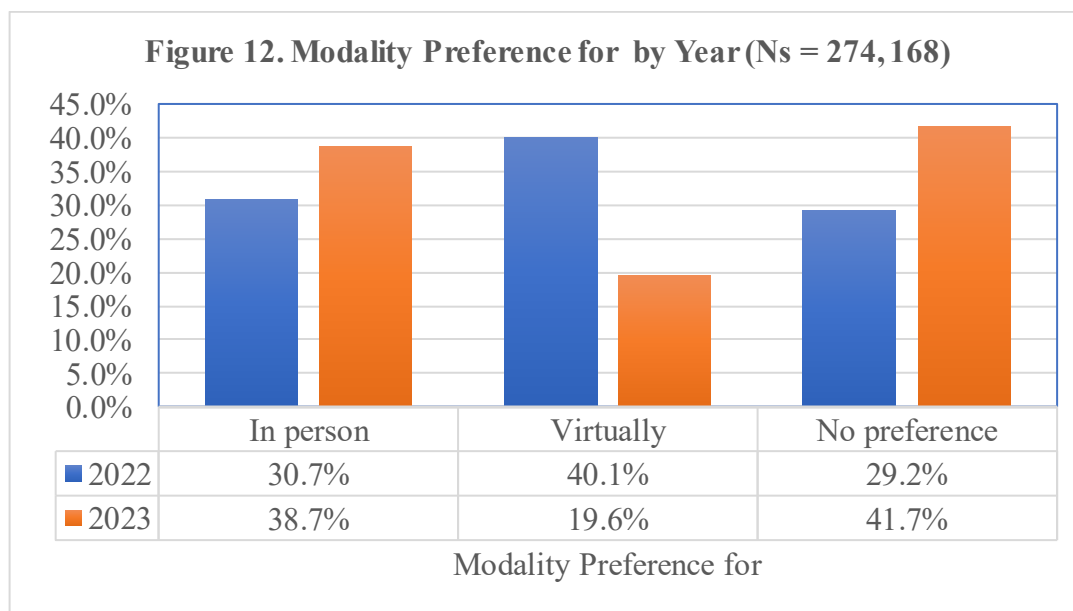


Table 24. Students' Willingness to Accept Non-preferred Mode						
	Willing to Accept Non-preferred Mode					
	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Student Preferred In-Person but Would Accept Virtual	45	75.0%	15	25.0%	60	100.0%
Student Preferred Virtual but Would Accept In-Person	20	71.4%	8	28.6%	28	100.0%

## Comments

Students were asked if they had any comments related to the well-being topics covered in the survey. The responses from the students in the most recent (2023) administration are found in Table 25.

**Table 25. Comments**

.
A lot of my support comes from EOPS.
Either open the gym to all students or just build a new one for students somewhere. Physical fitness is as much a part of student wellness as is mental health or support groups. Also while on the topic of wellness, ensure that food options both at the cafeteria and in the vending machines are not caloric-dense nutrient deficient foods.
Getting [EXPLETIVE REDACTED] in all my classes after having a severe AC sprain and a fractured clavicle, DRC helped for a little bit but not enough to get caught up with the work I missed. Should be some sort of being excused from assignments while suffering an injury that doesn't render you able to write
Great first college
Hopefully Palomar could offer more support and resources for mental health
I am a 36 year old with two children. I already have a lot of these services of support taken care of- which is why I don't find value in them through Palomar.
I am currently in a great mental state. no help needed, glad to know the resources are available on and off campus.
I am impressed by the resources available. They were not available when I attended college.
I am not sure if this is already offered at Palomar but mental health counseling as well as financial planning/advising would be particularly helpful in personal life and reducing stress for studies and future planning. I think more emphasis on career planning resources at the satellite locations (all I have experienced, so not sure what the main campus is like) would be very helpful.
I didn't understand a couple of the well-being questions - they need more clarity, IMO.
I don't know how to get behavioral health assistance through the college. It would be helpful to be sent more information to my email and contact information to discuss and make appointments.
I feel like school demands a lot from us as students. I wish there were better ways of coping with stress and time because I always feel super overwhelmed and I lose prioritizing myself without feeling guilty.
I have no other comments
I have none so far
I have not received or look into wellness resources, I would like to know more about what's available to me.

**Table 25. Comments (Continued)**

I honestly feel disappointed in how things are being handled at Palomar College, and how some groups (including but not limited to ethnical ones) get priority over the others in the name of "social justice". Everything is divided into groups (support for this ethnicity or that ethnicity) instead of fostering the sense of a united student body striving for excellence and supporting the whole student community based on the needs an individual ACTUALLY has vs. the ones that members of one specific group MIGHT have. Rightly or wrongly, the focus seems to be on anything under the moon but what college is supposed to be about - education and professional growth. The academic expectations are often extremely low which sends a message that we, as Palomar College graduates, are not expected to achieve anything significant. Unfortunately, I feel isolated (because I don't fit into any of existent groups at Palomar), invisible, very limited in lots of ways and not supported in overcoming my barriers to education being a Palomar College student. I am thinking this might not be a good fit for me.
I know from my GPA that when the fall semester ends this year of 2023 it will not be the greatest, I did my best by trying to keep up with fast-track courses. I didn't have financial support because I have been struggling with finding a job.
I know the support is available, but I have not sought it out for a variety of reasons. It is wonderful that it is available for those that need it.
I think making sure that students feel they can always come to college with any concern they have with regards to their educational journey is very important and does a lot to diminish any anxiety they might have.
I think they are very important for some people. I have used them [not campus-related] in the past and they were very helpful. I just don't need them now. I am glad that they are there.
I wish teachers would be more aware that students are not always privileged, handed money nor help on a silver platter, and can struggle to learn when not taught with versatility. Numerous of my past teachers were not understanding thus dropping class or forced to fail, due to them preferring private email without subbed emails involved in emails. No justice was served and it really affected my anxiety, confidence, and drive for school.
I would like to know if there are counseling [therapy] services offered by the school?
I would like to Palomar to reinstate the mask mandate as the virus still poses a significant risk to student health.
I'm looking for any resources that are available.
I'm not quite sure what wellness support even is or what it does but if it's like a counseling/therapy thing i wouldn't feel completely comfortable sharing my deep struggles with a school person. I have in the past and it's clear they do not care so if given the choice i wouldn't.
If I needed the services, then it would be nice to have them available or at least a way to access help if needed.

**Table 25. Comments (Continued)**

I feel like im kinda slipping through the cracks, but then again I am an adult. I know I could ask for help Its just very hard. this whole thing is very hard. I'm starting every aspect of my life over. I just became single after 40 years of marriage and then I chose to come to College all at once. I'm not sure it was the best idea. But I really want to succeed here. I'm not even sure if this counts as well being.

In the last 30 days I was recently diagnosed with fibromyalgia which has not helped my physical or mental well-being, but I am receiving treatments that are available

It was mostly because I got laid off right when school started and needed the materials and wanted to get them so bad but had to pay gas and rent and food priority. With the teachers and faculty help I've made it without giving up and I feel so close to accomplishing a semester woوو woوو! Thank you!

Love the topic and hope it becomes available

Monthly counseling for nursing students would be highly beneficial since it is one of the most difficult programs to complete and is the source of large amounts of anxiety and stress for every student enrolled in the program

my anxiety and depression have nothing to do with school and schoolwork. They don't affect my performance and the school doesn't affect my anxiety and depression. They are a separate issue rooted in other parts of my life.

N.A.

n/a

N/A

N/A.

na

Na

NA

no

No

no i do not but thank you for asking me anyways.

No , I haven't

No comments

no further comments

No I don't

No, part of my anxiety is that I really want to succeed in school, and I have too many obligations to fulfill, neglected school for years due to those prior obligations. I know once I complete the courses needed I will have peace of mind and will be able to plan for a better future.

No.

None

nope

Nope

**Table 25. Comments (Continued)**

Nope.
Not al this time. Thank you!
Not at this time.
Not really
Not right now.
Please fair to each student
Por el momento no
Sometimes I feel I need to abandon my failure to erecting boundaries to going without any boundaries and living on the streets. Many times I find inadequate peer connections and sometimes I feel as though my professors dislike me, and think I am terrible at the craft I am attempting to master and participate in. I like what I'm doing at Palomar but I don't know if Palomar likes me. I also suffer because I am in love with a recorded of witches not in love with me and I can't cope with the rejection.
The answers I provided are a bit odd, due to me having already been going to therapy and the such, so most of my issues are "solved" generally so I don't feel the need to use services like this. However I do believe these resources are important to the student body as a whole.
The time I tried to get therapy, it was difficult and the metal health place was a 5/10, but the professors are a 10/10.
There should be a child care section with space available
There's a person on the campus who kept asking where I took classes and when those classes were. I have never met this person and never interacted with them in my life. It made me feel very uncomfortable and I rarely like to be around the library area since that is where the incident occurred. The person would not stop asking me where I went to class when I had answered broadly.

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## Summary

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There are a few general points that are salient that emerged from these results. First, feelings of distress were prevalent among Palomar students. Over half of the students responding to the survey had experienced at least one form of distress in the last 30 days. Second, students were impacted negatively as the result of this distress. Of those experiencing at least some depression, 27% to 39% were affected a lot or completely by that depression in terms of performance in class, personal growth, daily functioning, and ability to stay in class. Similarly, of those experiencing some anxiety, 21% to 31% were affected a lot or completely by that anxiety in terms of performance in class, personal growth, daily functioning, and ability to stay in class. The third significant point is that students saw a good deal of potential benefit in the support resources described in the survey, especially the basic needs resources and mental health counseling. About two-fifths of the respondents experiencing distress thought these resources would be very or extremely beneficial. Fourth, a greater sense of belonging was associated with lower levels of depression and anxiety. Lastly, distress seems to have declined slightly from the 2022 administration to the 2023 administration, especially with respect to anxiety.



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## Appendix A: Questionnaire Items

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### Well-being

W1. Over the last 30 days, about how often have you felt depressed, lonely, or isolated?

- ☐ None of the time
- ☐ A little of the time
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time
  
- ☐ Don't know

W2. Over the last 30 days, about how often have you felt anxious, frightened, or scared?

- ☐ None of the time
- ☐ A little of the time
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time
  
- ☐ Don't know

---

[ASK IF W1 >= Some of the time]

TW1. You indicated that you felt depressed, lonely, or isolated [Pipe Q1 Response] over the last 30 days. To what extent did these feelings hinder your ...

W3. Daily functioning?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W4. Performance in your class(es)?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W5. Your ability to stay in class?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W6. Personal growth?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

---

[ASK IF W2 >= Some of the time]

TW2. You indicated that you felt anxious, frightened, or scared [Pipe Q2 Response] over the last 30 days. To what extent did these feelings hinder your ...

W7. Daily functioning?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W8. Performance in your class(es)?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W9. Your ability to stay in class?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

W10. Personal growth?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

---

[ASK IF W1 >= 2 OR W2 >= 2]

T3. Now we'd like to ask you about some resources you might find beneficial. Please indicate how beneficial you think the following resources would be to you.

W11. Mental health counseling

- ☐ Not at all beneficial
- ☐ A little bit beneficial
- ☐ Somewhat beneficial
- ☐ Very beneficial
- ☐ Extremely beneficial
  
- ☐ Don't know

W12. Coping Skills Workshops

- Not at all beneficial
- A little bit beneficial
- Somewhat beneficial
- Very beneficial
- Extremely beneficial
  
- Don't know

W13. Identity-based Support Forums (e.g., first-generation students, lgbt+ students, or ethnicity-based student forums)

- Not at all beneficial
- A little bit beneficial
- Somewhat beneficial
- Very beneficial
- Extremely beneficial
  
- Don't know

W14. Basic Needs Resources (e.g., food, shelter, financial)

- Not at all beneficial
- A little bit beneficial
- Somewhat beneficial
- Very beneficial
- Extremely beneficial
  
- Don't know

W15. Off-campus Referrals

- Not at all beneficial
  - A little bit beneficial
  - Somewhat beneficial
  - Very beneficial
  - Extremely beneficial
  
  - Don't know
-

[ASK IF ANY W11 – W15 >= Somewhat beneficial]

W16. For now, would you prefer to receive wellness support in person or virtually?

- ☐ In person
- ☐ Virtually
- ☐ No preference
  
- ☐ Don't know

[ASK IF ANY W16 = In person]

W16a. Would you accept wellness support virtually if that was all that was available at the time you wanted it?

- ☐ Yes
- ☐ No
  
- ☐ Don't know

[ASK IF ANY Q16 = Virtually]

W16b. Would you accept wellness support in person if that was all that was available at the time you wanted it?

- ☐ Yes
- ☐ No
  
- ☐ Don't know

---

W17. Do you have any other comments on the well-being topics addressed in this section?

## Belonging Items

S1. How much do you feel supported by the faculty you interact with?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

S2. Would you say that you feel connected to the college?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

S3. Would you say that Palomar is the right place for you?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

S4. How much would you say that you belong at Palomar?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know

S5. How much do you think that you are valued at Palomar?

- ☐ Not at all
- ☐ A little bit
- ☐ Some
- ☐ A lot
- ☐ Completely
  
- ☐ Don't know