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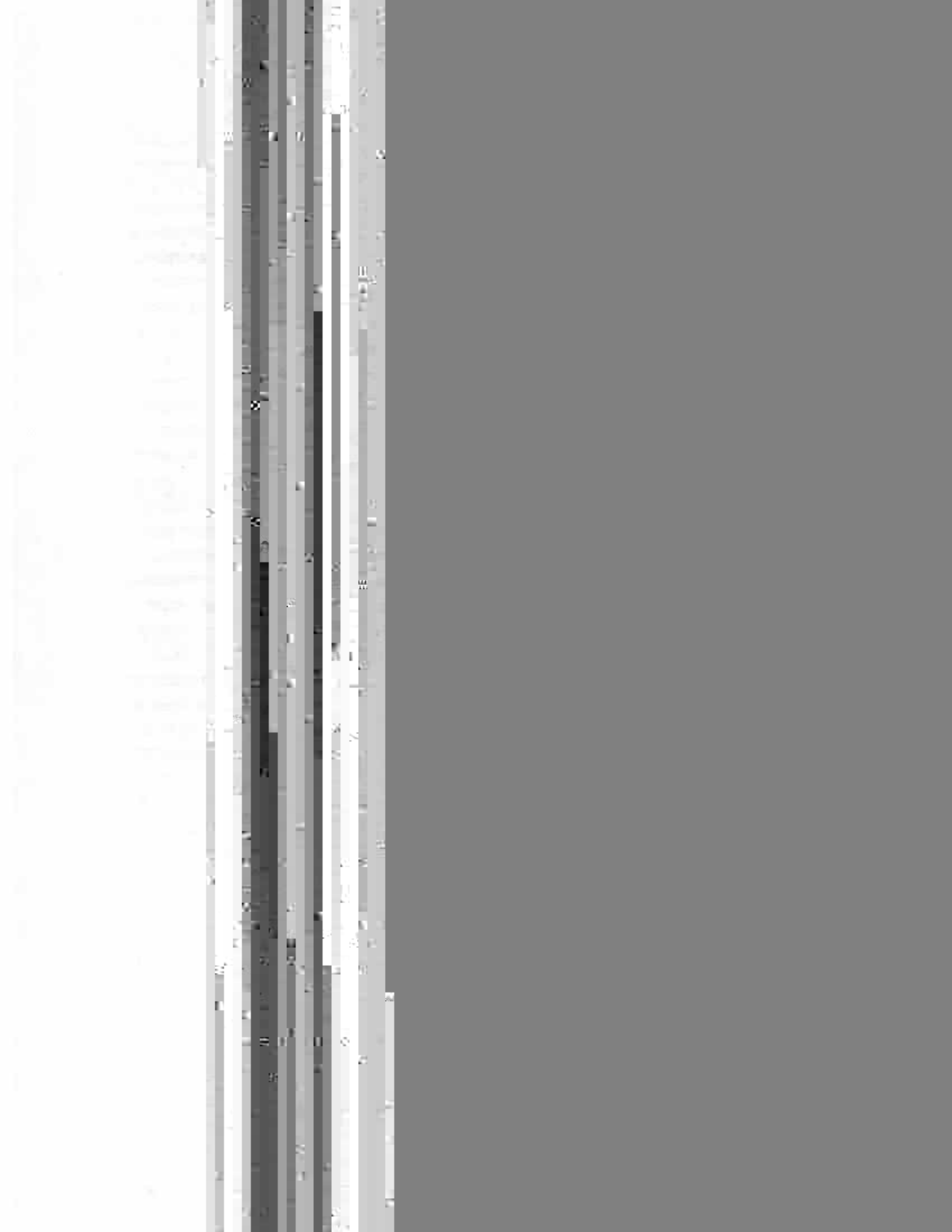
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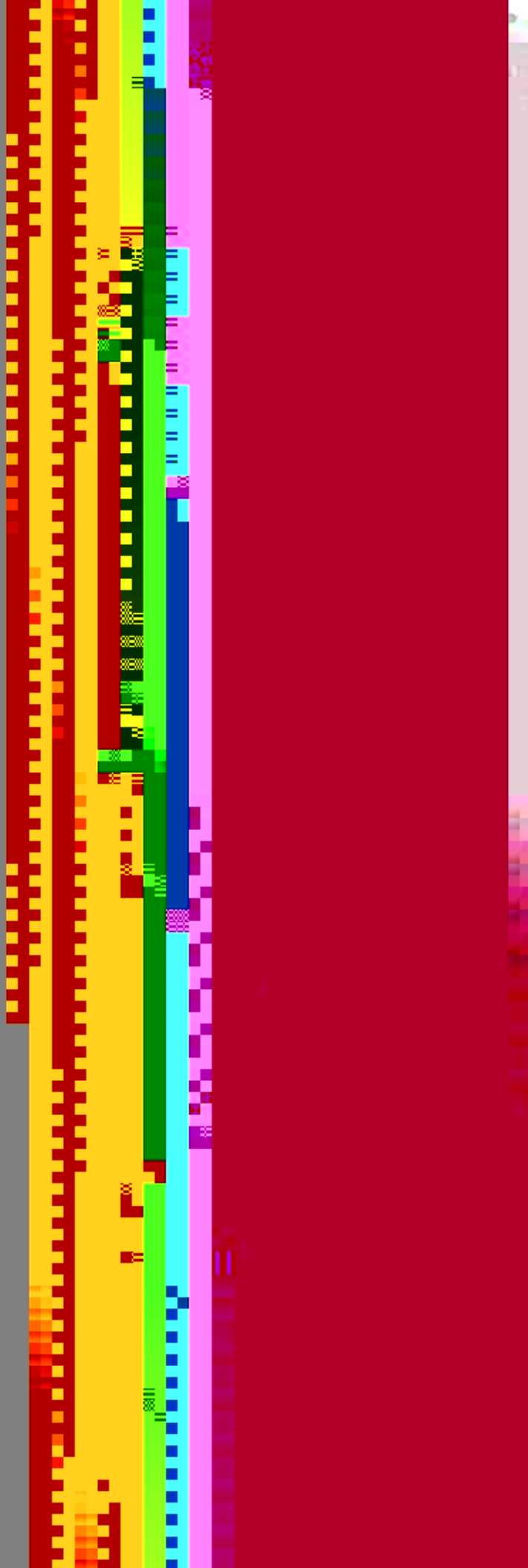
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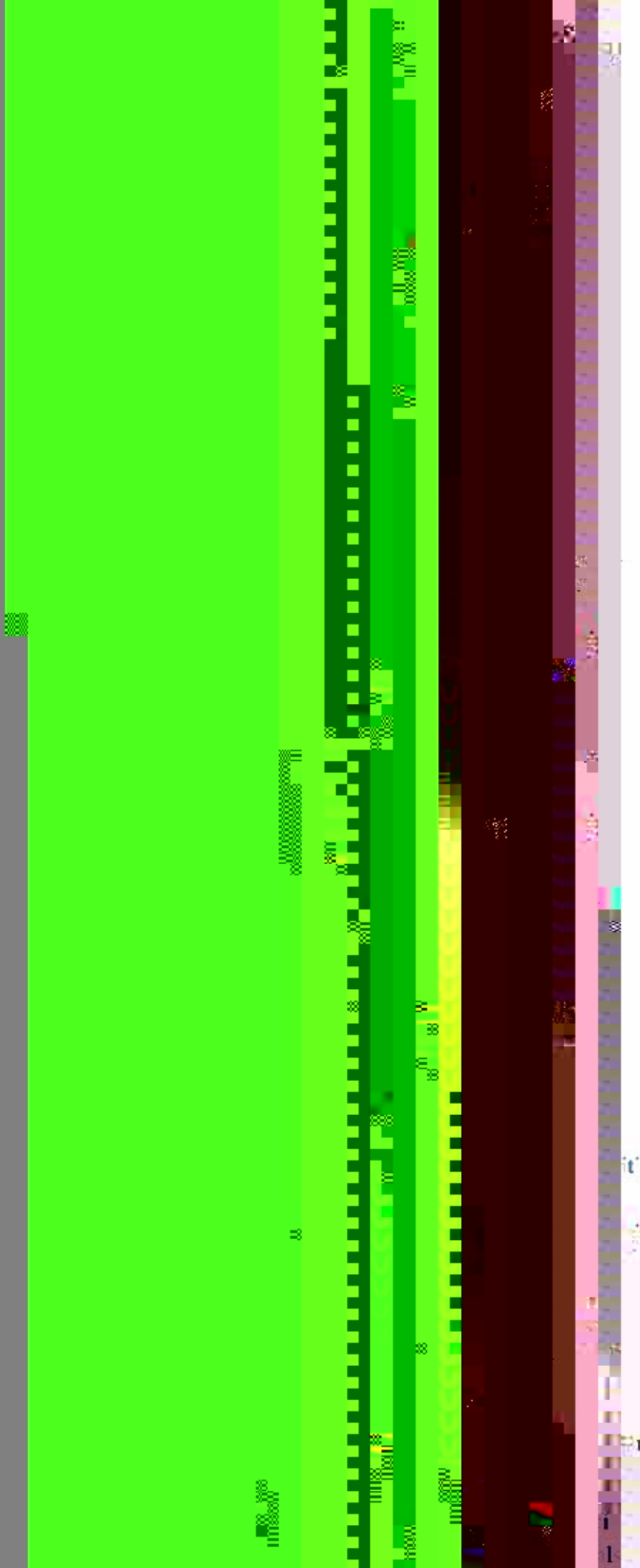


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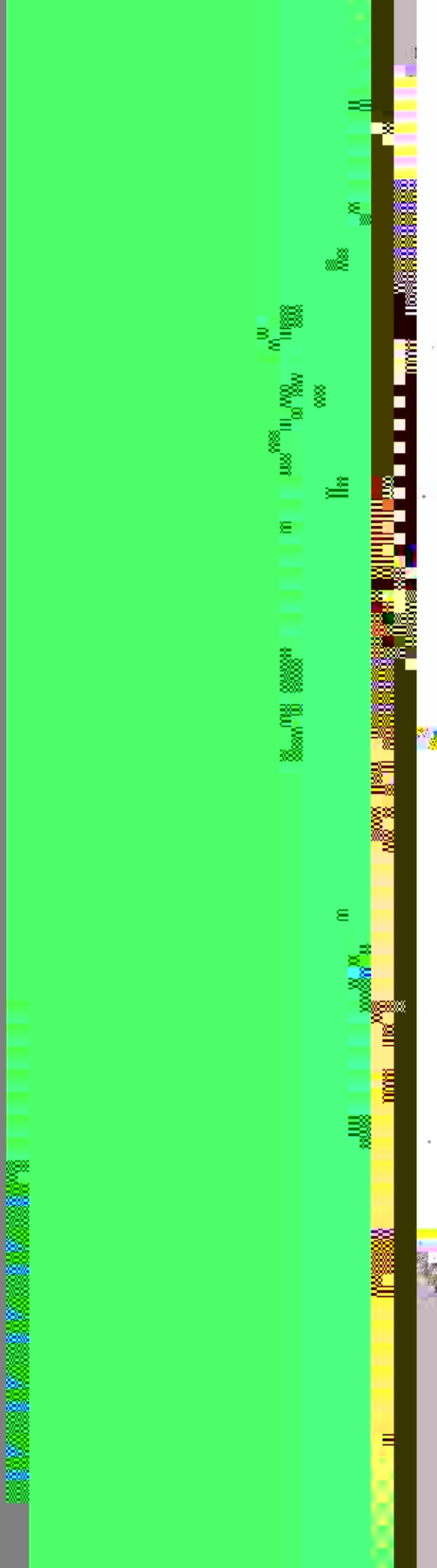
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The diagram illustrates a geological cross-section with various rock units and structures. The units are represented by different colors and patterns, including green, yellow, blue, red, purple, and brown. A prominent vertical fault line is shown, separating the green unit from the other units. The diagram is annotated with various symbols, including small circles, squares, and lines, which likely represent specific geological features or data points. The overall appearance is that of a technical drawing or a map used in geology or earth sciences.

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1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Acknowledgements

9. Author Biographies

10. Contact Information

11. Declaration of Interest

12. Funding Sources

13. Data Availability

14. Ethics Approval

15. Conflicts of Interest

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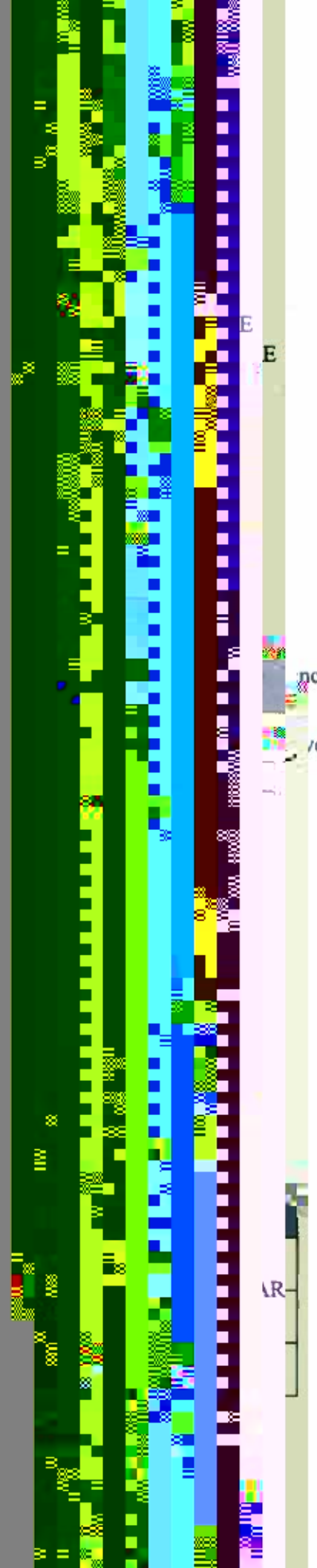
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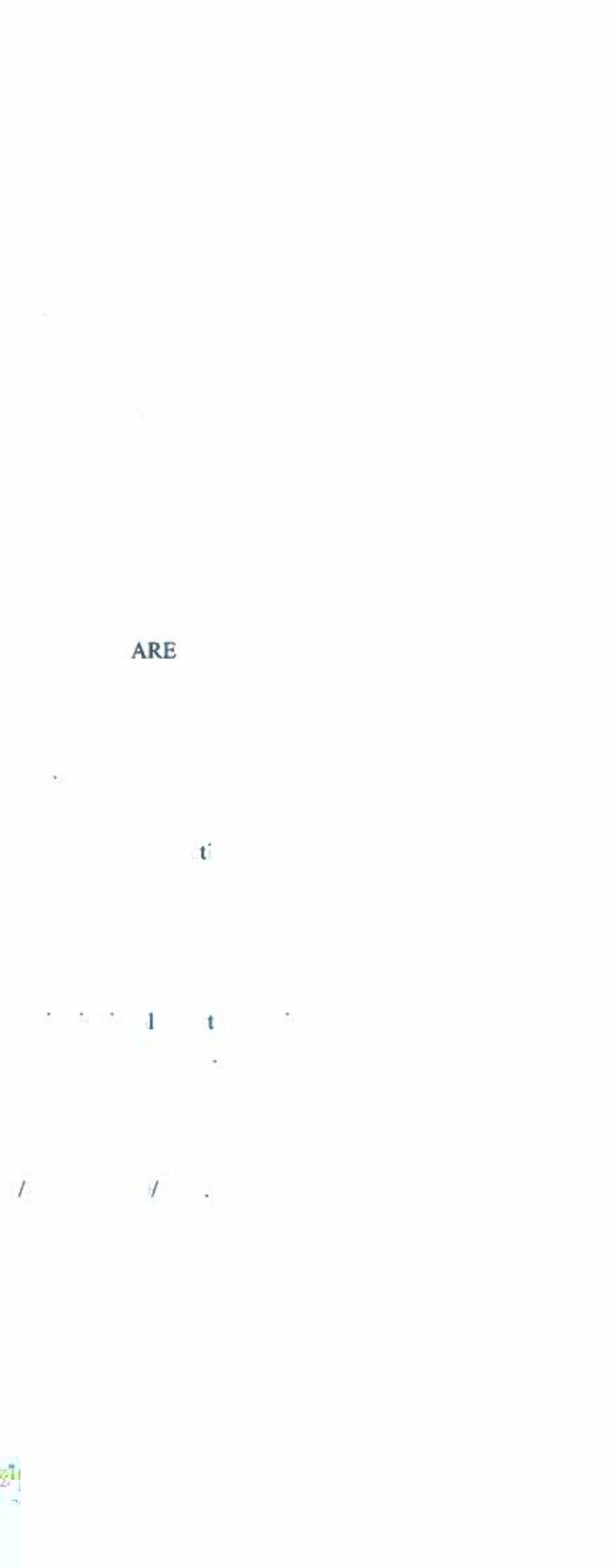
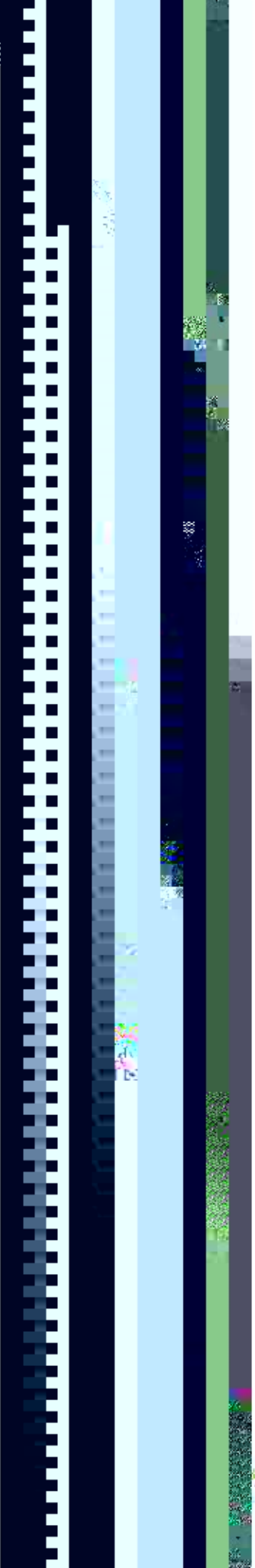
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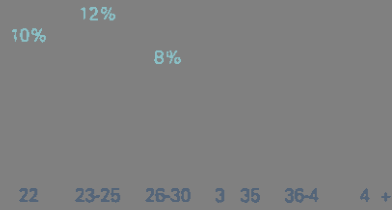


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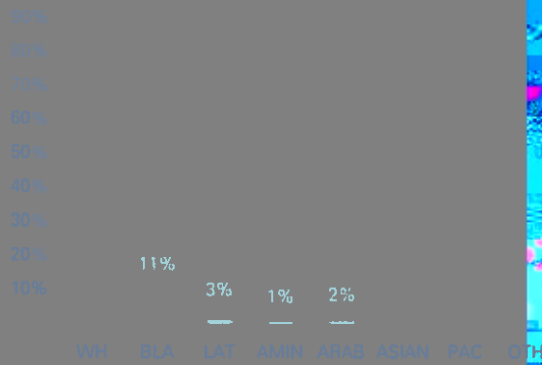
### Gender



### Living arrangement



- 2 Campus residence hall
- Fraternity or sorority house
- Other university housing
- Off-campus, non-university housing
- Parent or guardian's home
- Other

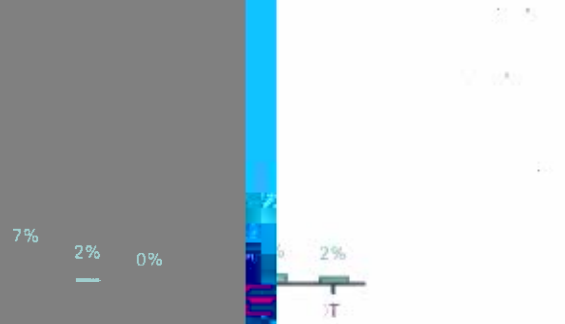


### Race/ethnicity

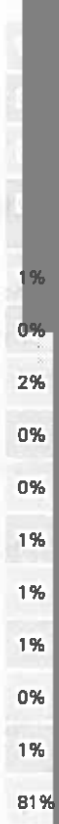
### Class Format



### Degree program



# HEALTH BEHAVIORS AND LIFESTYLE

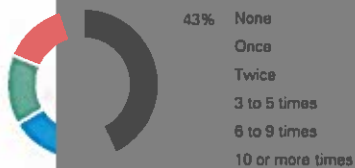


## Binge drinking

The following questions ask about how much you drink. A "drink" means any of the following

- A 12-ounce can or bottle of beer
- A 4-ounce glass of wine
- A shot of liquor straight or in a mixed drink

During the last two weeks, how many times have you had 4 (female), 5 (male), 4 or 5 (transgender/gender non-conforming) or more drinks in a row? (among those with any alcohol use)



## Exercise

In the past 30 days, about how many hours per week on average did you spend exercising? (include any exercise of moderate or higher intensity, where "moderate intensity" would be roughly equivalent to brisk walking or bicycling)



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3. The third part of the document discusses the consequences of failing to maintain accurate records, including the potential for fines and penalties. It also discusses the importance of transparency and the need to provide clear and concise information to all stakeholders.

4. The fourth part of the document discusses the importance of maintaining accurate records of all transactions, including the need to maintain original documents and to keep copies of all transactions. It also discusses the importance of regular audits and the need to report any discrepancies to the appropriate authorities.

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6. The sixth part of the document discusses the importance of maintaining accurate records of all transactions, including the need to maintain original documents and to keep copies of all transactions. It also discusses the importance of regular audits and the need to report any discrepancies to the appropriate authorities.

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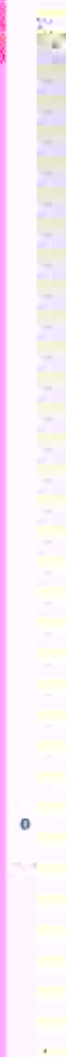
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the *Journal of Applied Behavior Analysis* (JABA) and the *Journal of Experimental and Applied Behavior Analysis* (JEA). The *Journal of Applied Behavior Analysis* is a peer-reviewed journal that publishes research on the application of behavior analysis to various fields, including education, mental health, and social work. The *Journal of Experimental and Applied Behavior Analysis* is a peer-reviewed journal that publishes research on the experimental and applied aspects of behavior analysis.

Both journals are published by the Society for Behavior Analysis (SBA), which is a professional organization that promotes the science and application of behavior analysis. The SBA is a non-profit organization that is dedicated to the advancement of behavior analysis and its application to various fields.

The *Journal of Applied Behavior Analysis* is a leading journal in the field of behavior analysis, and it is widely cited in the literature. The journal is known for its high-quality research and its focus on the application of behavior analysis to real-world problems. The *Journal of Experimental and Applied Behavior Analysis* is also a leading journal in the field, and it is known for its rigorous experimental methods and its focus on the application of behavior analysis to various fields.

Both journals are essential reading for researchers and practitioners in the field of behavior analysis. They provide a wealth of information on the latest research and applications in the field, and they are essential for anyone who is interested in the science and application of behavior analysis.

The *Journal of Applied Behavior Analysis* and the *Journal of Experimental and Applied Behavior Analysis* are both excellent resources for anyone who is interested in the science and application of behavior analysis. They provide a wealth of information on the latest research and applications in the field, and they are essential for anyone who is interested in the science and application of behavior analysis.

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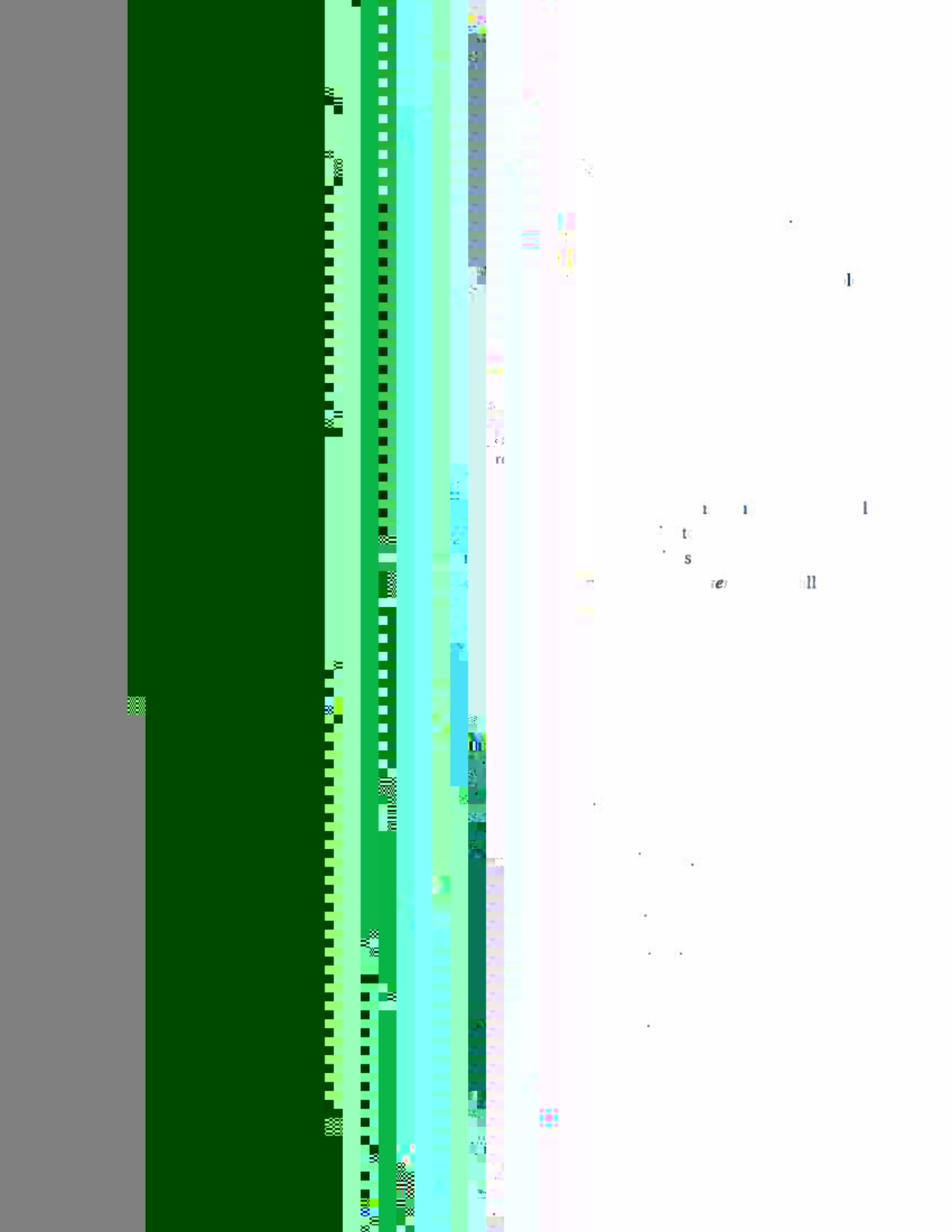
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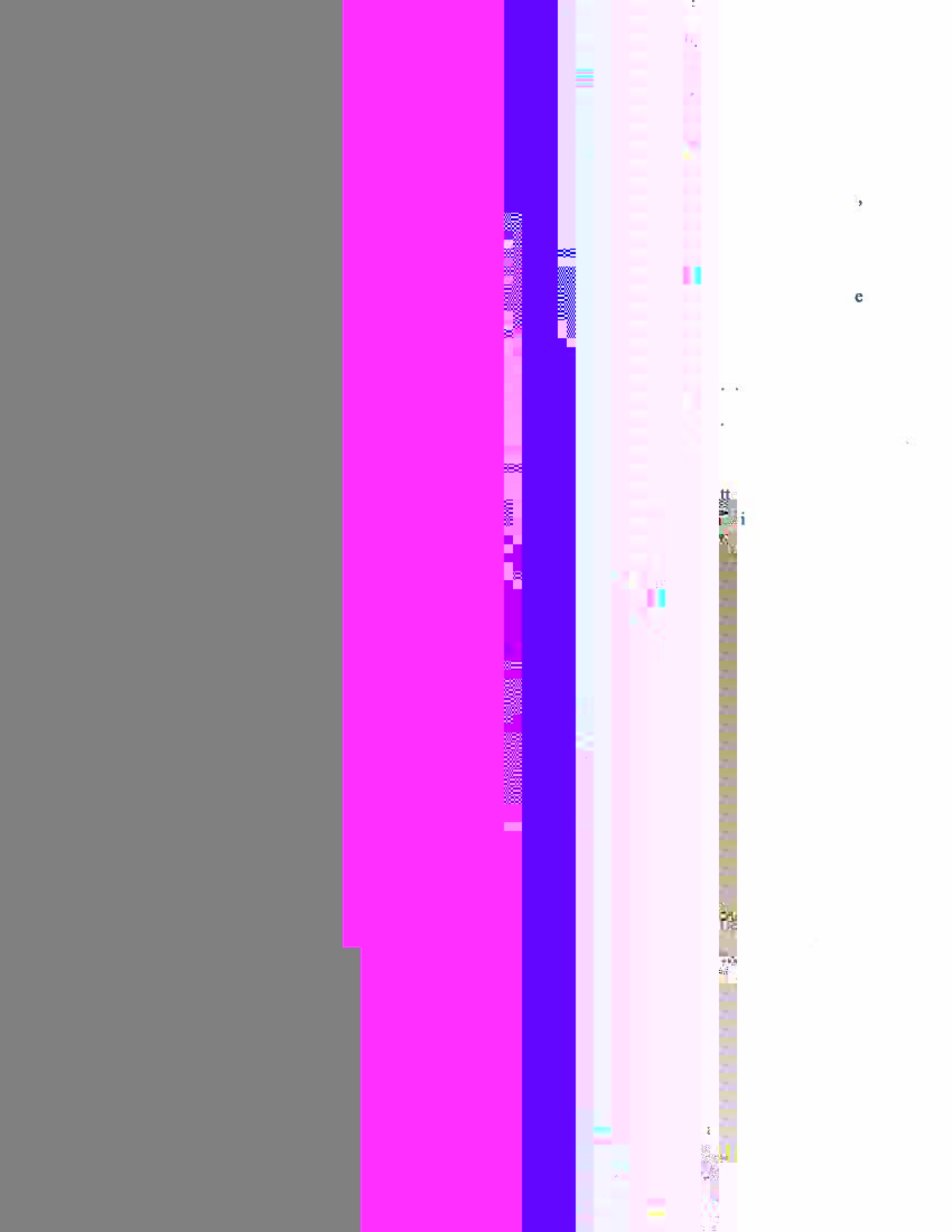




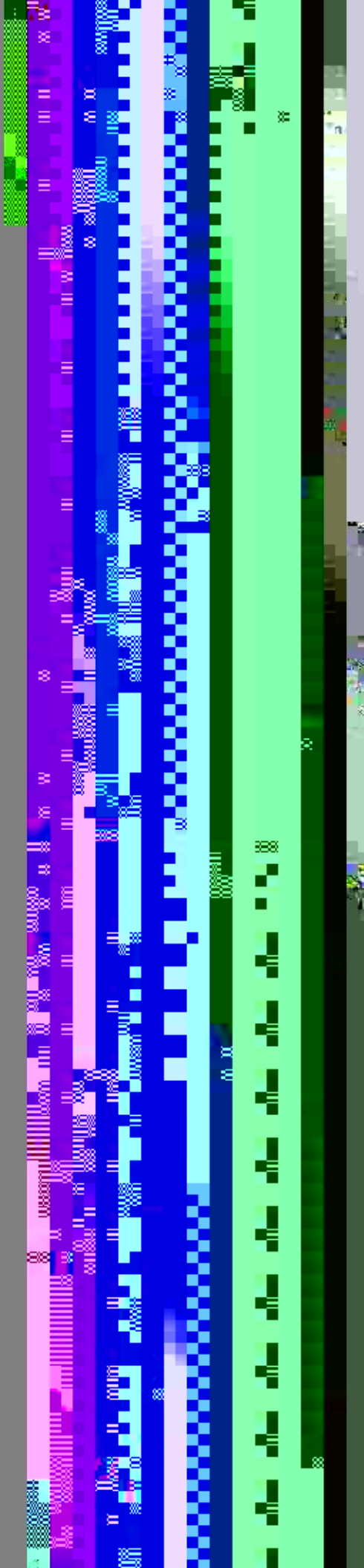












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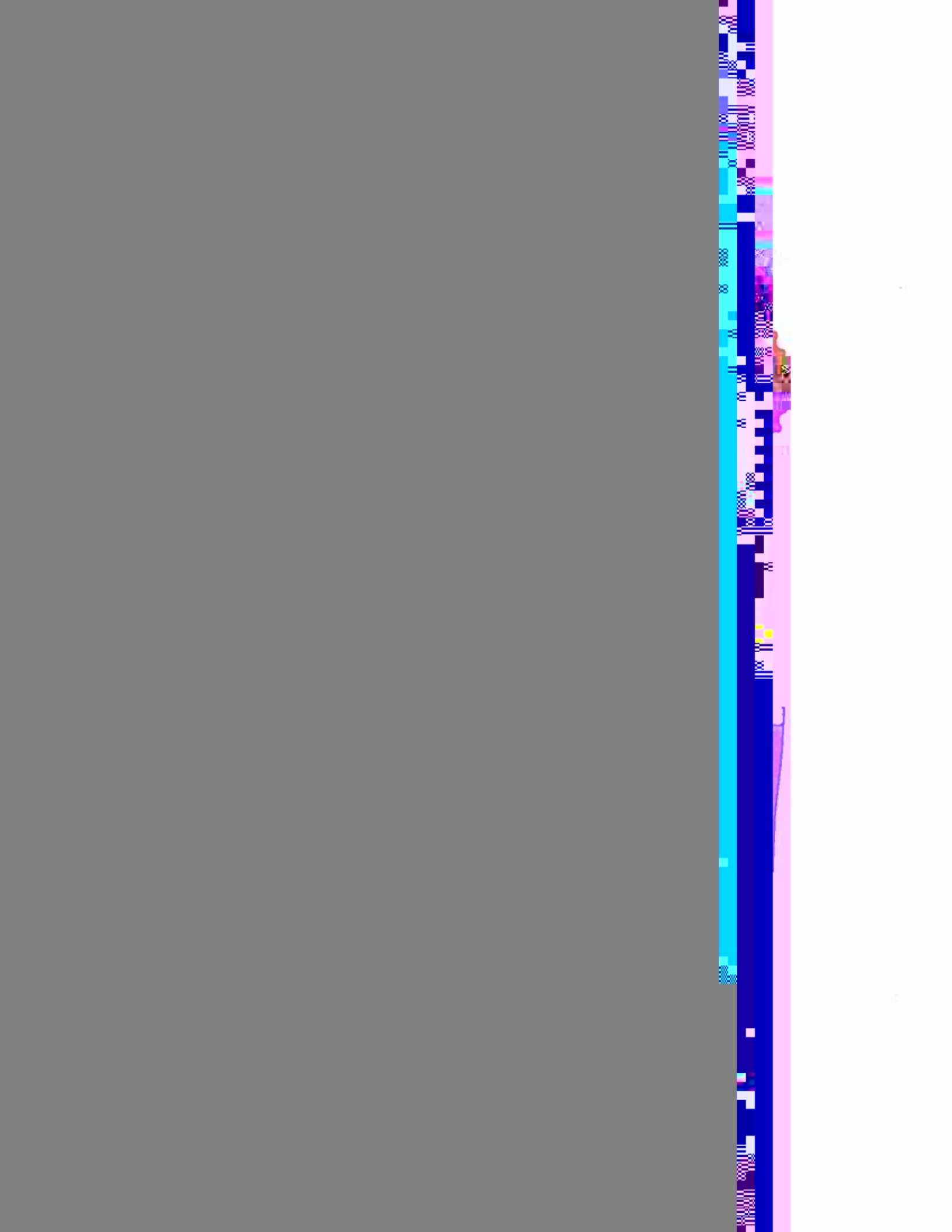
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Minds Network

## STUDY TEAM

Principal Investigators: Daniel Eisenberg, PhD & Sarah Ketchen Lipson, EdM, PhD & Justin Heinze, PhD

Co-investigator: Sasha Zhou, PhD, MPH, MHSA

Project Managers: Amber Talask , MPH & Akilah Patterson, MPH

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Report Automation: Paul Schulz and Lingxi Li, Population Dynamics and Health Program, University of Michigan

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# ABOUT THIS REPORT

The report includes data for your institution, the national sample, and the 95% confidence interval for your institution's value. For each measure, the data tables display the following information: the value for your institution, the 95% confidence interval for your institution's value, the value for the national sample, and an indicator if your institution's value is significantly higher or lower than the national value. All values in the appendix have been weighted to be representative of the full student populations to which they refer (see Non-response Analysis). Also note that for some measures, respondents were allowed to check more than one response category (e.g., they might have gone to more than one type of provider for mental health services), so the percentages

## APPENDIX

The appendix includes values for most measures in the three standard survey modules that are administered on all participating campuses: Demographics, Mental Health Status, and Mental Health Services Utilization/Help-Seeking. For each measure, the data tables display the following information: the value for your institution, the 95% confidence interval for your institution's value, the value for the national sample, and an indicator if your institution's value is significantly higher or lower than the national value. All values in the appendix have been weighted to be representative of the full student populations to which they refer (see Non-response Analysis). Also note that for some measures, respondents were allowed to check more than one response category (e.g., they might have gone to more than one type of provider for mental health services), so the percentages

## EXPLORING YOUR DATA FURTHER



# KEY FINDINGS

This section offers a quick look at

Estimated values of

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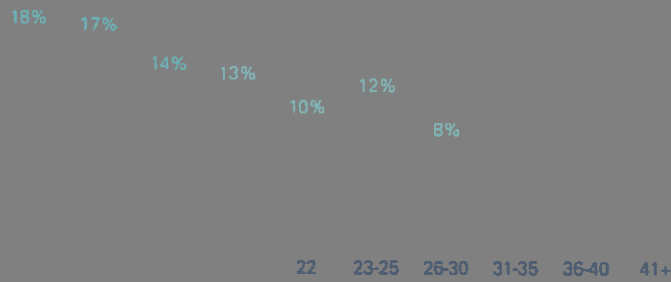
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# SAMPLE CHARACTERISTICS ( =1931)

**Age (years)**



**Gender**



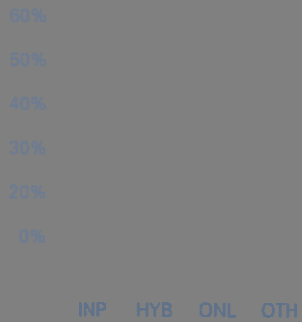
**Living arrangement**



**Race/ethnicity**

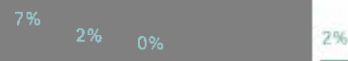


**Class Format**



INP All In-Person  
 HYB Hybrid  
 ONL All Onl  
 OTH Other

**Degree progra**





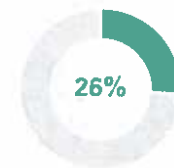
## SUICIDALITY AND SELF-INJURIOUS BEHAVIOR

Suicidal ideation (past year)

Suicide plan (past year)

Suicide attempt (past year)

Non-suicidal self-injury (past year)



## LIFETIME DIAGNOSES OF MENTAL DISORDERS

19% Anxiety disorder, intellectual

58

## ACADEMIC IMPAIRMENT



15% None

1-2 days

3-5 days

6 or more days

## POSITIVE MENTAL HEALTH

Positive mental health

32%

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# HEALTH BEHAVIORS AND LIFESTYLE

## Exercise

In the past 30 days, about how many hours per week on average did you spend exercising? (include any exercise of moderate or higher intensity where "moderate intensity" would be roughly equivalent to brisk walking or bicycling)



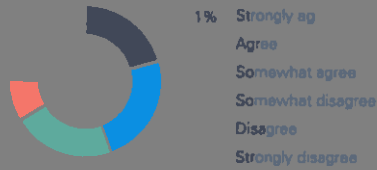
43% one  
Once  
week  
times  
times  
or more times

# ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES

## KNOWLEDGE

### Knowledge of campus mental health resources

If I needed to seek professional help for my mental or emotional health, I would know where to go to access resources from my school.



### Perceived need (current)

I currently need help for emotional or mental health problems such as feeling sad, blue, anxious or nervous.



## SCHOOL CLIMATE

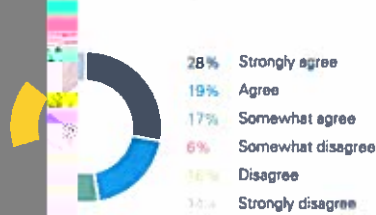
### Anti-racism

I believe my school actively works towards combatting racism within the campus community.



### Perceived need (past year)

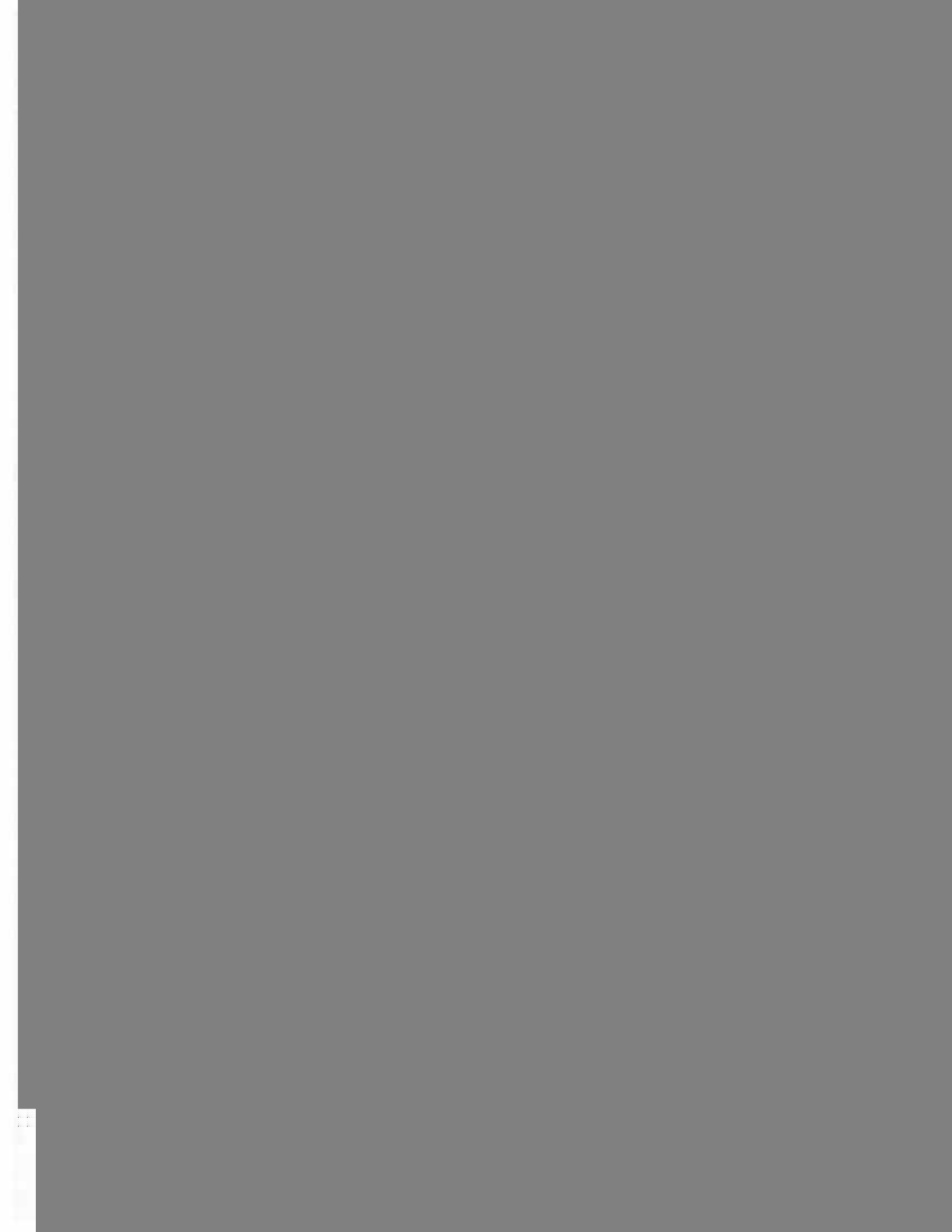
In the past 12 months, I needed help for emotional or mental health problems such as feeling sad, blue, anxious or nervous.









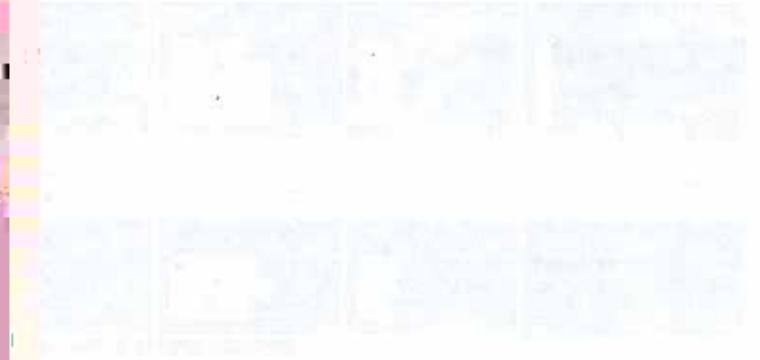
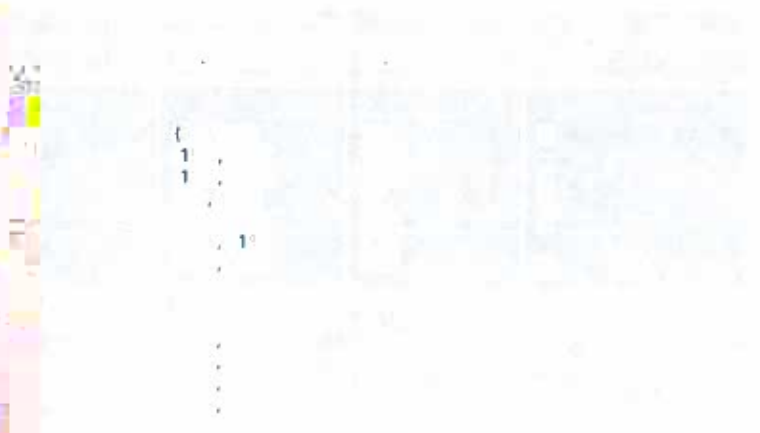








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MEASURE	All Students	95% CONFIDENCE INTERVAL	NATIONAL SAMPLE
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**Help-Seeking**

35%	(31%, 40%)
27%	(23%, 32%)
37%	(33%, 42%)

Significantly Different  
from National Sample

	2%) , 4%) 19%) , 21%) 34%, 49%) , 33%)	3% 5% 7% 19% 42% 24%	X X X
	%) %) 10%) 22%) 59%) 27%)	2% 3% 6% 15% 47% 27%	
	4%) 7%) 11%) 22%) 37%) ( 48%)	4% 5% 8% 14% 33% 36%	
%	(0%, 0%)	2%	
%	(0%, 2%)	1%	
%	(0%, 5%)	2%	
%	(2%, 9%)	8%	
9%	(31 46%)	38%	
2%	(44 60%)	49%	

MEASURE

Significantly Different  
from National Sample

MEASURE



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from National Sample

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