



CAMPUS

SAINT LOUIS UNIVERSITY

Executive Summary



2026

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INTRODUCTION

It has been an honor to have Saint Louis University (SLU) as a part of the JED Campus program since Fall 2022. SLU has shown consistent engagement and a steadfast commitment to supporting student mental health and wellbeing.

This Executive Summary was prepared following a comprehensive review of SLU'S JED Campus Post Assessment, the progress made on the JED Campus Strategic Plan, and the two administrations of the Healthy Minds Study that were ran in the Fall semester of 2022 and 2025. This report highlights notable accomplishments achieved during the four-year program and offers recommendations to consider as your campus develops a sustainability plan to continue the work.

Based on our review of SLU's pre and post-Healthy Minds Study data, the percentage of students who felt like administration is listening to the concerns of students when it comes to health and wellness has increased from 72% at baseline to 82% in 2025. It will be important to continue the work of protecting student emotional health and wellbeing and to use data to inform future initiatives.

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.

01

Student Mental Health as a Campuswide Priority

Over time as a JED Campus, SLU has demonstrated a campus-wide commitment to student emotional wellbeing and mental health. This includes having put together a task force of representatives from across campus, identifying mental health and emotional wellbeing explicitly in the institution's strategic plan, and telling the story of your work to your campus community. Strengthening communication and branding around mental health efforts on campus has had a positive impact on students and campus culture in general.

02

Data Collection, Analysis, and Strategy

SLU collects a wide variety of student data including data around retention, academic achievement, service utilization, diagnoses, and student engagement. SLU takes the time to annually analyze this data, identifying any subpopulations needing additional support, and using this information to inform campus mental health services and initiatives.

83%

of students agree that mental and emotional well-being is a priority compared to 72% at baseline

9/10



students agree that the campus climate encourages open discussion about mental and emotional health

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, meaning, and identity.

01

Life Skills and Academic Skills Programming

Over the last four years, SLU conducted a comprehensive programming inventory to identify redundancies and address gaps in service. The university now offers a robust array of life-skills programming that spans both academic and non-academic domains. Furthermore, these programs are systematically evaluated for attendance, participant satisfaction, and learning outcomes. This unified, collaborative effort across various departments ensures that students are equipped with the essential skills needed to navigate life's challenges, both inside and outside the classroom.

02

Exploring Links

SLU has established vital connections for its students by developing targeted programming, such as 'Fit & Fueled,' sleep hygiene workshops, and mindfulness training. Through these and other strategic campaigns, the university helps the campus community explore the integral links between physical health, emotional wellbeing, and academic success. Promoting these connections fosters a holistic perspective on wellness that resonates across the entire institution.



of students at SLU feel that they live a purposeful and meaningful life compared to 81% at baseline.



of students at SLU feel that they bounce back quickly after hard times compared to 53% at baseline.

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 connected to campus, family, and friends are protective factors that can help lower risk.

01

Spaces for Student Gatherings and Wellbeing

SLU has made significant strides in cultivating environments that foster peer connections and reinforce wellness as a core institutional priority. Dedicated areas, such as the commuter lounge, meditation spaces, and various sacred spaces, are essential for promoting social connectedness and a sense of community. As the campus evolves, it will be beneficial to regularly assess student needs to ensure that all subpopulations have access to spaces where they feel a true sense of belonging.

02

Peer Mentoring Programs

Peer mentoring is a powerful opportunity for returning students to make meaning of their time on your campus and give back to it by providing new students with meaningful connections and knowledge. SLU has established a strong peer mentoring network on campus with various programs in place including community wellness advocates, peer support programs, student athlete mentors, and others.

03

Isolated Student Outreach

SLU has developed critical, proactive measures to identify students experiencing isolation or disconnection from the campus community. By training staff and establishing clear, effective communication channels, the university ensures that disconnected students are identified early and connected with the necessary support systems. These efforts form a vital safety net that minimizes the risk of students falling through the cracks.



of students say they often feel isolated from others compared to 23% at baseline



of students agree that campus makes a special effort to help students from diverse backgrounds feel like they belong compared to 65% at baseline

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 Support in Transition

Students with a history of mental health or substance use challenges must be provided with targeted resources to ease their transition to campus life. Equipping these students and their families with comprehensive knowledge of available campus resources ensures they can seek assistance promptly if the need arises. SLU supports this transition through a Mental Wellbeing module for students and actively educating families through newsletters, webinars, and the Campus ESP platform.

02 Screening Opportunities

Screening at different points of a student's experience prevents students from "falling through the cracks." SLU provides screening opportunities regularly at every visit to the student health center and online on student service pages.

03 Mental Health Training

In alignment with the JED perspective, support should surround the student body so that there is "no wrong door" for seeking assistance. To this end, SLU has expanded its outreach and implemented Mental Health First Aid (MHFA) training across the institution. Currently, approximately 17% of faculty and staff and 10% of the student body have received mental health training. This represents a significant increase from the baseline metrics of 10% and 3%, respectively. To maintain this momentum and ensure skill retention, the university should implement a schedule for regular refresher training for those already certified.

16%

of students say that if they had a mental health problem that was affecting their academic performance, they would tell no one compared to 18% at baseline

25%

of students say they have participated in a mental health gatekeeper training compared to 17% at baseline.

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.

01 **Accessibility of Campus Website**
On the SLU homepage, information is easily accessible as it relates to counseling services, health services, and health education. You have worked to ensure these pages are cross-referenced, creating pathways for students to find the help they need regardless of where they begin their search. Counseling information as well as crisis support is found one click away from the homepage. This is ideal for students who are looking for information quickly.

02 **Student Mental Health Campaigns**
Campaigns are created and Implemented with student input to de-stigmatize mental health and normalize seeking help. SLU utilizes a variety of approaches to destigmatize the conversation around mental health. Community Wellness events, Fresh Check day, therapy dogs, and other social norming campaigns encourage discussion around seeking support.

03 **Online Resources for Students**
SLU has taken the step to utilize online resources from outside organizations that enhances the wellness messages your students receive. These are accessible on your campus website.



of students say that when they feel depressed or sad, they keep those feelings to themselves compared to 78% at baseline



of students say they are aware of mental health outreach efforts on campus compared to 68% at baseline

PROVIDE MENTAL HEALTH & SUBSTANCE USE SERVICES

JED asserts that institutions should offer accessible, consistent, and high-quality mental health and substance use services to students. Approaches to care should include adequate staffing levels, staff diversity reflective of the student population, flexibility in treatment approaches, and strong partnerships with off-campus providers. Preserving a student's mental health is critical in preventing substance misuse, risk for suicide, and strengthening their academic success.

01

Clinical Services

SLU provides comprehensive clinical support dedicated to student mental health and holistic well-being. To meet growing demand, SLU has increased staffing levels and integrated TimelyCare to provide 24/7 telehealth access. Accessibility has been further enhanced by embedding clinicians within specific academic departments and implementing "drop-in" sessions to lower barriers to entry. By maintaining a collaborative care model between the Student Health Center and the University Counseling Center, SLU ensures a seamless continuum of support. Furthermore, wait times have been effectively reduced through optimized triage protocols, adjusted appointment scheduling to prioritize intake, and a strategic referral system during peak periods.

02

Alcohol and Drug Use Services

Over the past four years, SLU has significantly enhanced the infrastructure and resources dedicated to student alcohol and substance misuse support. This includes a comprehensive review of Alcohol and Other Drug (AODA) policies, notably a Responsible Action Protocol designed to prioritize campus safety. Furthermore, the University has expanded its outreach through the Sober at SLU campaign, strengthened the Campus Recovery Community, and increased the availability of Naloxone and its associated emergency training.

03

Medical Leave Policies

Over the past four years, SLU has conducted a comprehensive review and expansion of its medical leave policies—including voluntary leave, involuntary leave, and return-from-leave protocols—in alignment with JED Foundation's recommendations. By establishing a transparent and structured medical leave framework, the institution empowers students to prioritize necessary health interventions while providing a definitive pathway for their return and eventual degree completion.

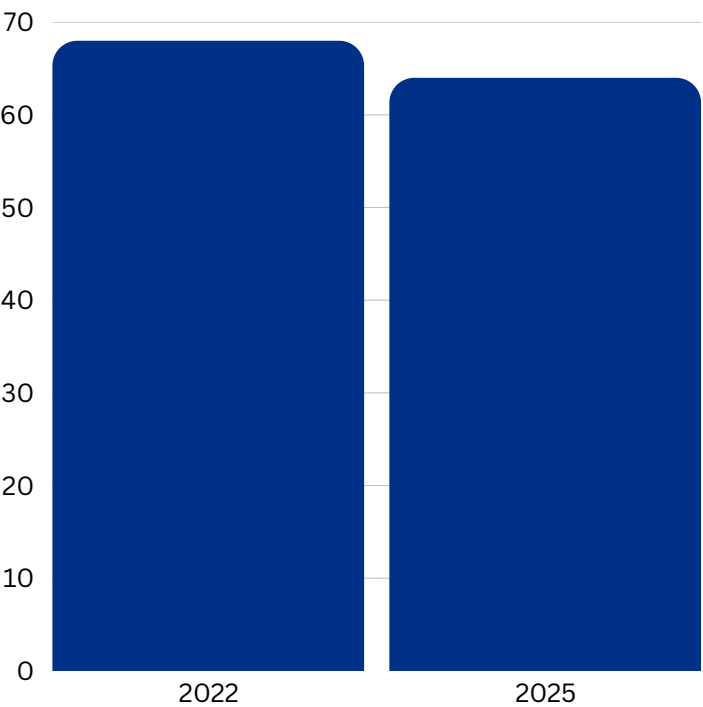
PROVIDE MENTAL HEALTH & SUBSTANCE USE SERVICES

46%

of students say they have not consumed any alcohol over the last two weeks compared to 37% at baseline.



of students agree that in the last 12 months they have needed help for emotional or mental health problems compared to 74% at baseline



% of students indicating that they have engaged in high risk drinking at least once over the last two weeks.

18%

of students say they have used marijuana in the last 30 days compared to 21% at baseline

CRISIS MANAGEMENT PROCEDURES

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

Postvention Protocol

SLU has conducted a comprehensive review and formal development of a postvention plan to ensure a coordinated institutional response following a crisis or student death. This plan has been updated to align with the Higher Education Mental Health Alliance (HEMHA) best practices. Additionally, the University has strengthened its preventative framework by participating in the JED Foundation's Means Safety Community of Practice. These enhancements ensure that during an emergency, the University can bypass logistical delays and deploy an immediate, synchronized response focused on campus safety and community healing.

02

BIT Team and Emergency Information

The University's Behavioral Intervention Team (BIT) remains fully aligned with JED Foundation recommendations, convening on a weekly basis to review and support students of concern. To maintain the highest standards of care, the BIT has undergone specialized training in current best practices for threat assessment and student support. Furthermore, SLU has expanded its outreach to the campus community regarding reporting protocols, ensuring that the process for identifying students of concern is transparent and accessible. The University also maintains high visibility for 24/7 emergency crisis text and phone lines, providing a continuous safety net for the student body.

03

Case Management

SLU utilizes dedicated case managers to ensure a seamless continuum of care for students navigating complex health needs. These professionals provide vital oversight for students post-hospitalization, facilitating the transition back to campus life and ensuring adherence to clinical referrals. Recognizing that successful connection to care often requires multiple touchpoints, case managers provide persistent follow-up to verify that students have successfully engaged with recommended resources. Furthermore, the case management team specializes in "warm handoffs" to both campus and community providers, cultivating strategic partnerships with external stakeholders to streamline student access to specialized treatment.

PROMOTE MEANS SAFETY

Restricting or limited access to potential means of self-harm is one of the most effective ways to prevent suicide. Research has shown that if the means to self-harm are limited, individuals will not substitute for a different plan. When common means to suicide are limited in an environment, it's been shown that the overall suicide rate declines.

01

Environmental Scan

You have completed an environmental scan since beginning the JED Campus program, where you identified risks for access to lethal means on campus and created a plan to mitigate these risks. We recommend that you continue to do these scans annually.

02

Means Safety Restrictions

You have taken steps on your campus to limit access to potential means of self-harm, including student access to windows, rooftops, and balconies, and through offering medication storage. Student access to laboratory chemicals or medical materials is also carefully monitored.

03

Firearm Policy

Firearms are banned on your campus which is a significant safety action. Nationally, more people die by suicide from firearms than homicide.



NEXT STEPS

Where do you go from here? Sustainability reports are not just about looking back, but also looking forward.

In June 2026, Saint Louis University will officially become an **Alumni of the JED Campus program**. This designation ensures the institution maintains ongoing access to the JED Learning Community, the JED Campus Playbook, specialized newsletters, connection calls, and our collaborative online forum and listserv.

While the formal schedule of regular check-ins with your JED Consultant will conclude, our team remains available as a resource. We encourage you to reach out at any time for advice, questions, or assistance regarding initiatives that support campus emotional health. To maintain the momentum generated over the past four years, data indicates that the following areas may benefit from further strategic engagement:

01

Increase Help Seeking Behavior

While institutional support for mental health has expanded, significant barriers to access remain. Currently, only **20%** of students perceive no obstacles to seeking support. Analysis of the data reveals a notable perception-reality gap regarding social stigma: while **98%** of students would not personally think less of a peer seeking treatment, and only **7%** view mental health care as a sign of personal failure, **31%** of the student body still believes that others will judge them for seeking help.

This suggests that while **personal stigma** is low, **perceived social stigma** continues to deter students from care. Additionally, with **28%** of students unaware of outreach efforts and **13%** unsure of where to access help, it is imperative to implement targeted messaging that clarifies resource locations and reinforces the campus-wide culture of acceptance.

NEXT STEPS

02

Social Connectedness

Consistent with national trends, social isolation remains a significant concern at Saint Louis University. Research indicates that isolation and loneliness are primary risk factors for adverse mental health outcomes and suicidal ideation. Healthy Minds Survey data reveals that **17%** of students report a lack of belonging, **39%** feel isolated from campus life, and **20%** have considered leaving the institution due to feelings of isolation or being unwelcome.

To mitigate these risks, it is recommended that the University implement a cohesive, campus-wide approach to peer mentoring. By intentionally designing programmatic interventions for disengaged or marginalized student populations, SLU can foster a more inclusive environment that enhances connection and retention across the entire student body.

03

Mental Health Training

Data indicates a significant opportunity to bridge the gap between student awareness and actionable intervention. While **94%** of students demonstrate an ability to recognize mental distress and **80%** report confidence in their ability to assist others with mental health concerns, **37%** have refrained from intervening in instances of suicidal ideation specifically due to a lack of procedural knowledge.

This discrepancy underscores the need for the implementation of comprehensive mental health training. In accordance with The JED Foundation recommendations, SLU should aim for training **50% of faculty and staff** and **60% of the student body**. To maintain institutional readiness, these initiatives must include recurring refresher courses to ensure that life-saving skills remain sharp and readily accessible during a crisis.

NEXT STEPS

04

Clinical Services

Access to comprehensive on-campus mental health services remains the cornerstone of Saint Louis University's health infrastructure. Data indicates that the university's clinical services have facilitated significant improvements in student outcomes. Between 2022 and 2026, the percentage of students reporting serious suicidal ideation decreased from 12% to 9%. Concurrently, student scores on the Flourishing Scale—a measure of positive mental health—rose from 41% to 44%.

Despite these gains, 63% of the student body continues to report a need for mental health support. To sustain this momentum, it is imperative to continue prioritizing clinical services through enhanced staffing, infrastructure and resources. Furthermore, strategic investment in health promotion and wellness education is essential to establish a crucial upstream interventions and the preventative framework that complements direct clinical intervention.

ACKNOWLEDGEMENTS

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

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