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Georgia Institute of Technology

Mental Well-Being for Students

Impact Report | 2023–2024 Academic Year

Dear Georgia Institute of Technology Partner,

I am pleased to provide your 2023-24 Impact Report for *Mental Well-Being for Students*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students.

As a public health professional, I think often about prevention as a process – not a program. We've built our courses and surveys to align with best practices and support you in the prevention process. Here are some guiding points and questions to help you make the most of your Vector data:

- When it comes to safety and wellness, scale and impact matters. **How are you highlighting the reach and results of your online programming to garner visibility and support for your work?** Leading institutions share their data in cabinet-level briefs, in Annual Security Reports, in marketing and PR efforts, and even to support accreditation.

- Our courses and surveys address a range of factors that influence behavior change: knowledge and awareness, attitudes and beliefs, perceived outcomes, personal and social norms, behavioral skills, perceived behavioral control, and cues to action. **How can these data inform where to focus additional resources (and where to pull back)?**

- Most learners have incredibly positive attitudes and behaviors related to issues of wellness and safety, even before training. Overcoming *inaction* of those who want to make a

difference in unsafe situations can be even more powerful than focusing on individual actions of those committing harm. **How can you leverage your data to elevate and empower the "healthy majority" as changemakers?**

- Are you adding custom survey questions in your courses? Are you using disaggregated survey data to conduct additional analyses (e.g., exploring differences based on demographic sub-groups)? *

The scalable reach and data from your Vector Solutions programs can be a springboard to more informed and effective engagement with your community. As you delve into the insights in this Impact Report, consider strategic ways to utilize these data to strengthen the prevention process at your institution.

Your partner in prevention,

Rob Buelow
VP and General Manager, Education
Vector Solutions

* Reach out to your Vector Solutions representative with questions about capabilities available to your institution.

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How To Use This Report

This report provides key insights from your *Mental Well-Being for Students* data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the beginning of this report.

For deeper insights, your Vector Solutions administrator site provides real-time access to your survey data, in both graphical and raw data formats.

Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to yours in size and public or private status. Georgia Institute of Technology is a public institution with 10,000 to 19,999 students, so your benchmarks reflect that particular group of schools.

Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective wellness and prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find tips and further research related to these prevention elements.

Sharable Snapshot

At the beginning of this report, you will find a snapshot of select data from your report. This snapshot is designed to be shared with other stakeholders at your institution. We hope that you will print these pages out and pass them along to your Vice President of Student Affairs, Provost, or other members of your team.

Data in this Report

The data included in this report were collected between June 1, 2023 and February 26, 2024. Insights and analyses in this report are based on your students' responses to Pre-Course, Post-Course, and Follow-Up (Part Two) Surveys. Overall, 3,742 students completed pre-course surveys, 3,053 completed post-course surveys, and 2,171 completed follow-up surveys.

Data Accuracy

While learners are encouraged to answer all questions honestly and reminded that their responses are stored confidentially, all survey questions are optional and all data are self-reported. However, in our analysis of the responses, we find the data to be accurate, valid, and reliable. There is consistency in the data from student cohorts over the years at specific institutions, and our survey data correlates with external sources of information on these topic areas at the national and institutional level for college students.

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Executive Summary

This school year,

3,742 Georgia Institute of Technology students completed surveys in *Mental Well-Being for Students* (MWBS) from June 1, 2023 to February 26, 2024. This course, developed by prevention education and subject matter experts, uses relatable scenarios and interactive elements to provide students with strategies for healthy behavior and skills to support community members.

Course Impact

Mental Well-Being for Students is designed to equip your students with knowledge and skills to support their own and their peers' mental well-being, and to access support when needed.

Georgia Institute of Technology students increased their knowledge of topics related to mental well-being by 18%. When it comes to skills, after completing *Mental Well-Being for Students*, 86% of students say they would know how to access help if they needed it and 66% of students agree that they are responsible to help if a classmate is struggling.

Behavioral Intentions & Norms

Change is driven, in part, by an individual's perception of the social environment surrounding behavior — the community norms.

Most students taking this course report healthy, desirable attitudes and behaviors related to mental well-being, their ability to manage challenging situations, and the desirability of seeking help. This includes 85% of students who believe it is healthy to discuss mental health concerns and 86% who would support someone else who was seeking help for mental health reasons.

Among students at Georgia Institute of Technology who took *Mental Well-Being for Students*, 17% are currently involved, or plan to get involved, in efforts to support mental health on their campus. And though students do, at times, encounter barriers when accessing help, 66% of students agree that students' mental and emotional well-being is a priority at your school.

Your *Mental Well-Being for Students* Impact Report includes detailed information about how your students think, feel, and behave regarding mental well-being. This data can be invaluable in guiding your programming for maximum impact.

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Mental Well-Being for Students

Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This can help your data get more traction and increase interest in the full report and the *Mental Well-Being for Students* program at large.

We recommend excerpting this Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the *Mental Well-Being for Students* program but have less direct experience in prevention work.

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Mental Well-Being for Students: Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

Sample Size

3,742 students
at Georgia Institute of Technology completed surveys in *Mental Well-Being for Students* from June 1, 2023 to February 26, 2024.

Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.

Average Assessment Score:

Pre-Course Assessment	75%
Post-Course Assessment	93%

After taking Mental Well-Being for Students, your students agree:

Seeking help for my mental health can make a positive difference.	**90%**
My mental health can improve over time.	**90%**
I have the ability to make a difference in the mental health of others.	**89%**

Perceptions of Campus Climate

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to address mental well-being.

17% of students **at Georgia Institute of Technology** are currently or plan to be involved in supporting mental health at your school.

63%	66%	74%	66%
At my school, I have trusted adults that I can talk to if I am experiencing mental health challenges.	At my school, I feel that students' mental and emotional well-being is a priority.	At my school, we look out for each other.	I am responsible to help if a classmate is struggling.

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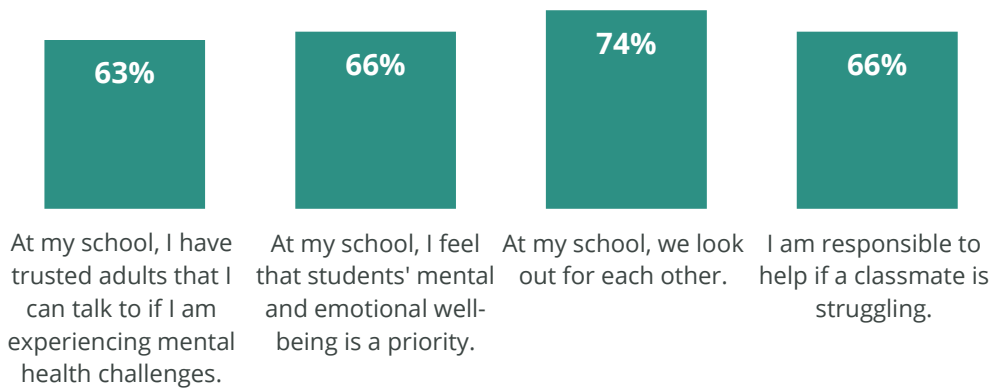
Mental Well-Being for Students: Snapshot

Bystander Intervention

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment.

Mental Well-Being for Students helps students build their bystander skills. Georgia Institute of Technology can use this information to continue to develop those skills as part of a healthy campus community.

Top Bystander Behaviors

When they intervened in mental health situations, your students most often employed one of the following behaviors:	
1	Expressed my concern for their well-being to them directly
2	Listened to them talk about their issues or distress
3	Checked in with the person I was concerned about at a later time

89% of students **at Georgia Institute of Technology** believe they have the ability to make a difference in the mental health of others.

Barriers to Accessing Care

Not all students who feel that they need support for their mental health are able to access formal care. Among your students who indicate a need for mental health services, here are the top barriers to receiving care:

Not enough time	No barriers	Financial reasons	Prefer to deal with issues on my own
41%	32%	27%	22%
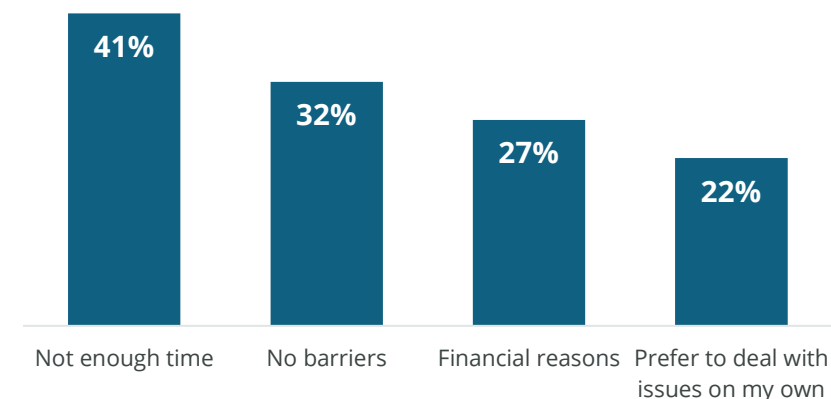
24% of students **at Georgia Institute of Technology** reported needing help for emotional or mental health problems, feeling blue, anxious, or nervous sometime in the last 12 months.

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Mental Well-Being for Students and Your Students

Impact at Georgia Institute of Technology

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Seeking Help and Support for Mental Health

Mental Well-Being for Students helps students build skills and attitudes they can use to support a healthy community. These include identifying unhealthy behaviors, seeking help from their institution, and support from others.

Critical Processes Tip

Research has shown that young adults are often likely to overestimate their own abilities, particularly when it comes to areas where they have not had to employ those skills but have a strong urge to provide the desirable answer when questioned. Because of this, some students may feel overconfident in their own attitudes and behaviors at the pre-course survey but acquire a more nuanced perspective after the course. This can explain some of the flat or slight decrease in healthy responses pre-to-post course that you may see in the chart on this page.
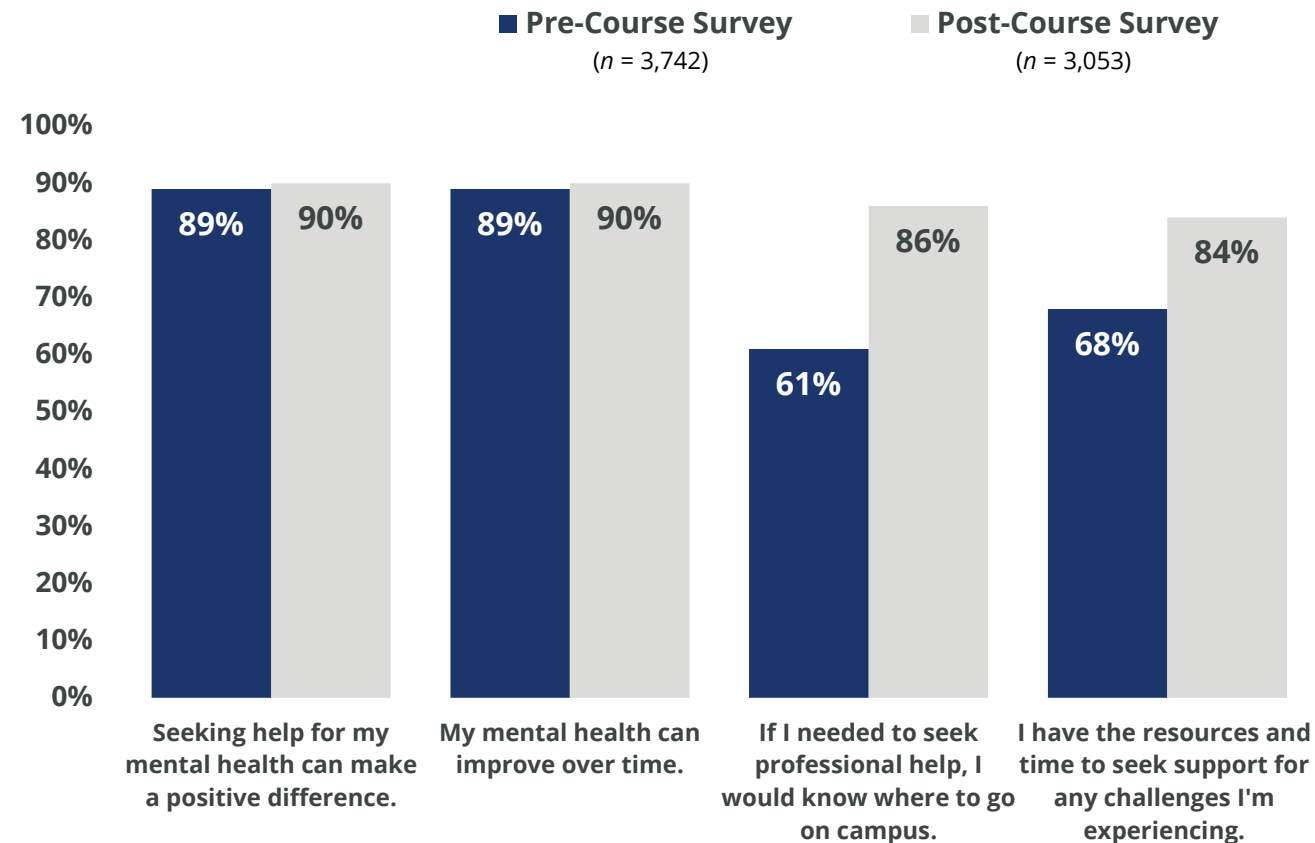
■ **Pre-Course Survey** (*n* = 3,742)   ■ **Post-Course Survey** (*n* = 3,053)

	Pre-Course Survey	Post-Course Survey
Seeking help for my mental health can make a positive difference.	89%	90%
My mental health can improve over time.	89%	90%
If I needed to seek professional help, I would know where to go on campus.	61%	86%
I have the resources and time to seek support for any challenges I'm experiencing.	68%	84%

Note: Percentages represent students that responded "agree" or "strongly agree" for each item.

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Supporting Others in the Community

Part of maintaining a healthy community is supporting members who experience mental health challenges. *Mental Well-Being for Students* discusses access to support and reporting resources, intervening in unhealthy situations and supporting others in the community.

Healthy Responses, Before and After the Course
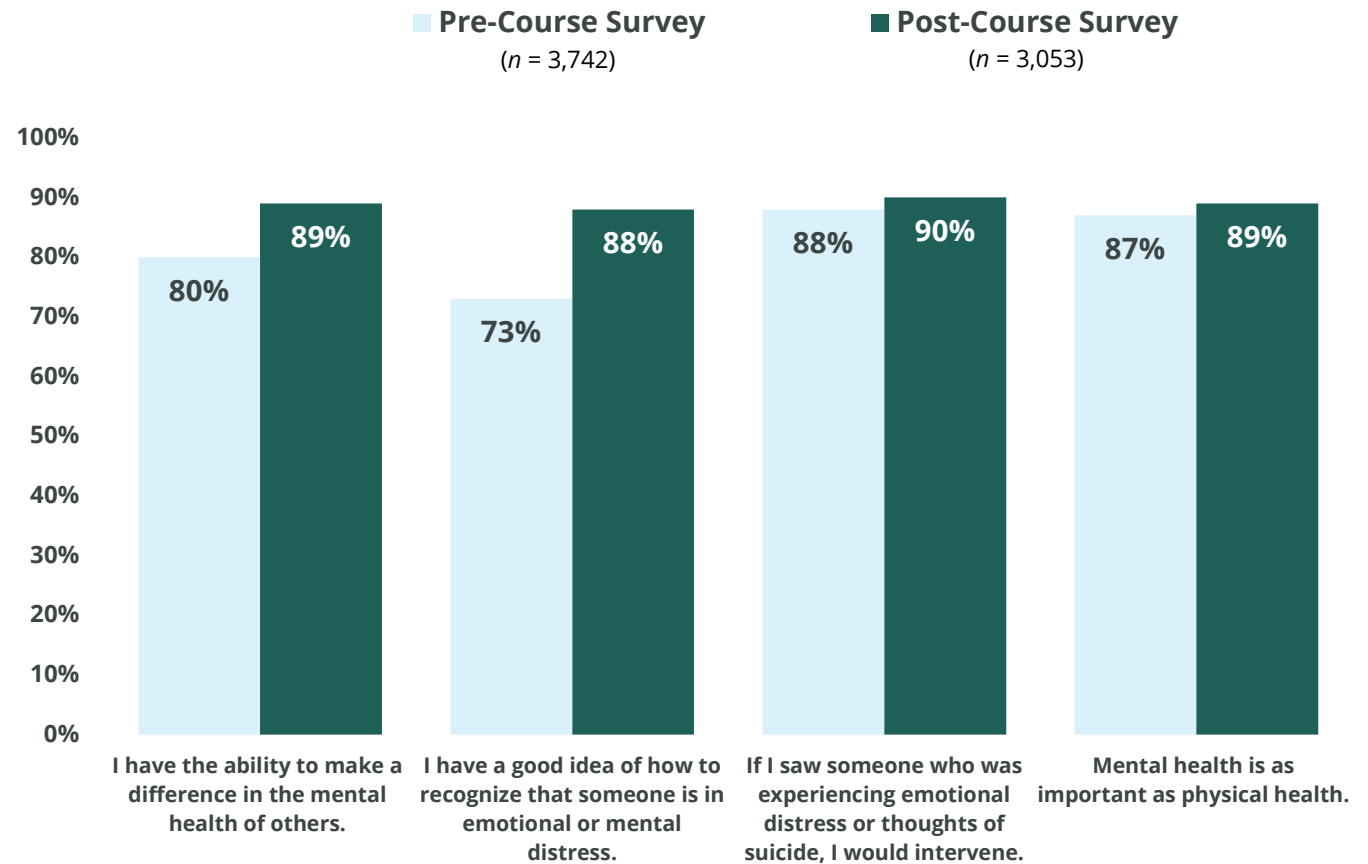
■ **Pre-Course Survey**
(*n* = 3,742)

■ **Post-Course Survey**
(*n* = 3,053)

Statement	Pre-Course	Post-Course
I have the ability to make a difference in the mental health of others.	80%	89%
I have a good idea of how to recognize that someone is in emotional or mental distress.	73%	88%
If I saw someone who was experiencing emotional distress or thoughts of suicide, I would intervene.	88%	90%
Mental health is as important as physical health.	87%	89%

Note: Percentages represent students that responded "agree" or "strongly agree" for each item.

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Mental Well-Being On Your Campus

Data and insights from students at Georgia Institute of Technology

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A Continuum of Student Mental Health

As institutions of higher education seek to educate the whole student, they must also explore ways in which they can provide skills training to students to promote positive mental health and encourage seeking support when faced with challenges. You have likely deployed *Mental Well-Being for Students* as part of this effort.

Ongoing efforts must be put in place with an awareness of all perspectives across the student continuum: validating, resourcing, and supporting the experiences of those who are impacted by mental health challenges, enhancing the skills and health-promoting behaviors of those who seek to build or maintain positive mental health, and empowering those who have an opportunity to support a friend or peer who may be struggling.

The following pages highlight data that can help you understand your students strengths, areas in which they could benefit from additional support, and insights to inform ongoing mental health education and awareness efforts: bystander intervention, social norms, perceptions of campus climate, and readiness to engage in mental health outreach efforts on your campus.

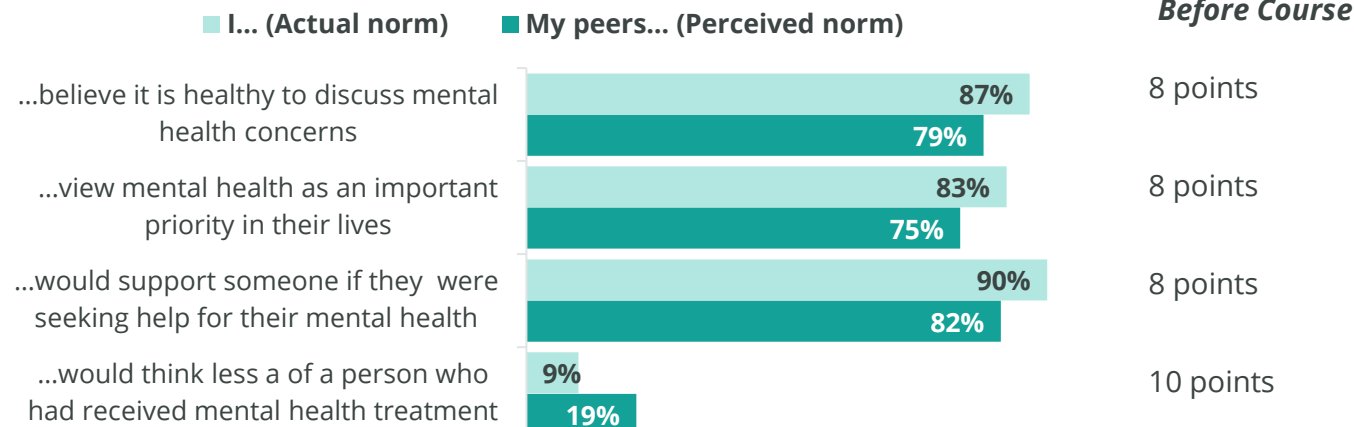| Mental Illness	Languishing	Moderate Mental Health	Complete Mental Health and Flourishing
Diagnosis of mental disorder, low functioning	Low affective well-being, low functioning	Neither flourishing nor languishing	High levels of well-being, high functioning

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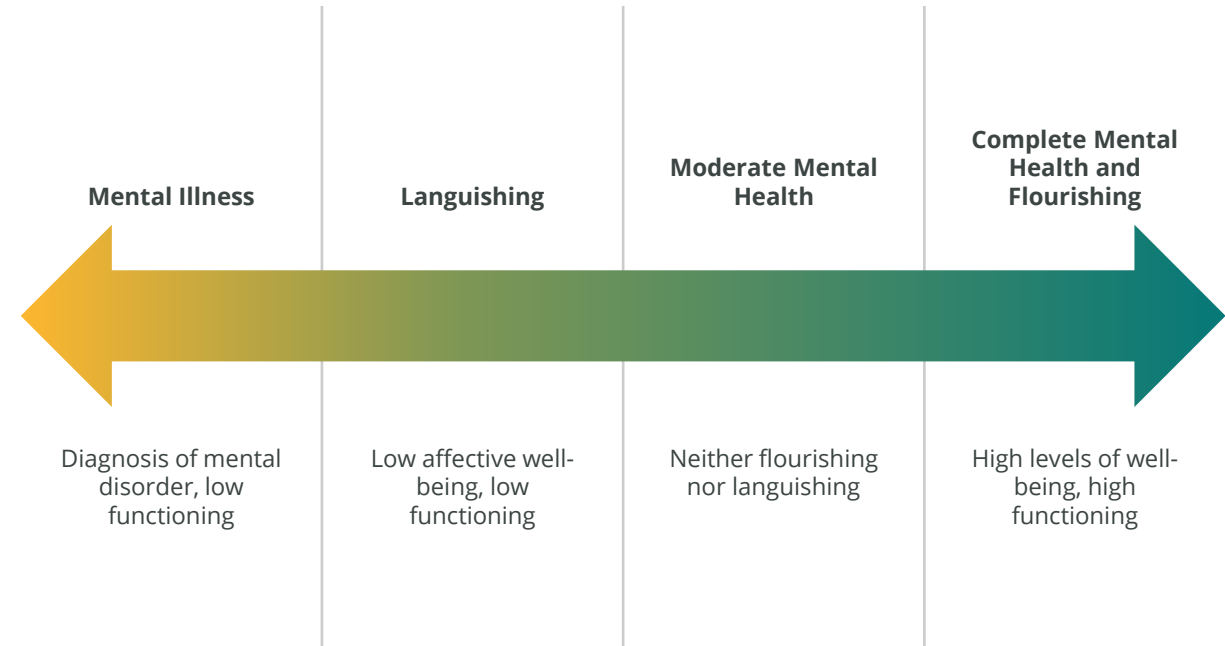
Social Norms for Behavior

Perceptions of social norms can have a significant influence on individual behavior. A person is more likely to seek support for themselves or others if they believe that they will be supported in that action by their community and that others will act with them.
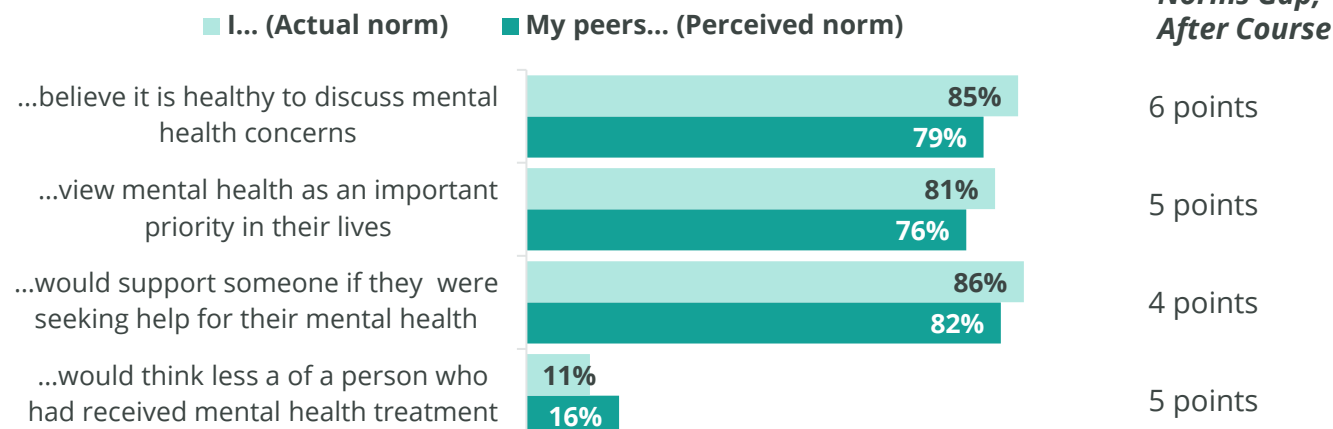
Critical Processes Tip

Feelings of not being supported by other members of a social group or community are likely to be an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. We suggest examining this gap between actual and perceived norms among a variety of subgroups using data from your administrator site and looking into which groups benefit from *Mental Well-Being for Students* the most and which could use additional training and support.

Before Course *(Pre-Course Survey; n = 3,742)*

■ **I... (Actual norm)**   ■ **My peers... (Perceived norm)**

		Norms Gap, Before Course
...believe it is healthy to discuss mental health concerns	87% / 79%	8 points
...view mental health as an important priority in their lives	83% / 75%	8 points
...would support someone if they were seeking help for their mental health	90% / 82%	8 points
...would think less a of a person who had received mental health treatment	9% / 19%	10 points

After Course *(Follow-Up Survey, Part Two; n = 2,171)*

■ **I... (Actual norm)**   ■ **My peers... (Perceived norm)**

		Norms Gap, After Course
...believe it is healthy to discuss mental health concerns	85% / 79%	6 points
...view mental health as an important priority in their lives	81% / 76%	5 points
...would support someone if they were seeking help for their mental health	86% / 82%	4 points
...would think less a of a person who had received mental health treatment	11% / 16%	5 points

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Proactive Bystander Behaviors

Proactive bystander behaviors – intervening directly or engaging indirectly – are some of the most important ways students can support and build a healthy campus environment. On the right are your students' experiences and preferences for intervening.

Programming Tip

Understanding how your students prefer to stand up for one another can help you develop strategies to reinforce those strengths, and to help students feel more supported when they do stand up. These efforts may be focused on high-risk students, but we also suggest targeted supplemental education and resources for students who are providing support to their peers to help all students feel safe and welcome on campus.

Bystander Intervention Scenario	
I have intervened when someone was using stigmatizing or hurtful language.	**80%**
I have intervened when someone shared that they were experiencing a mental health challenge.	**91%**
I have intervened when someone was experiencing significant emotional distress.	**90%**
I have intervened when someone was experiencing thoughts of suicide.	**71%**

Preferred Bystander Behaviors

When they intervened, students were most likely to express confidence in the following behaviors:

Expressed my concern for their well-being to them directly

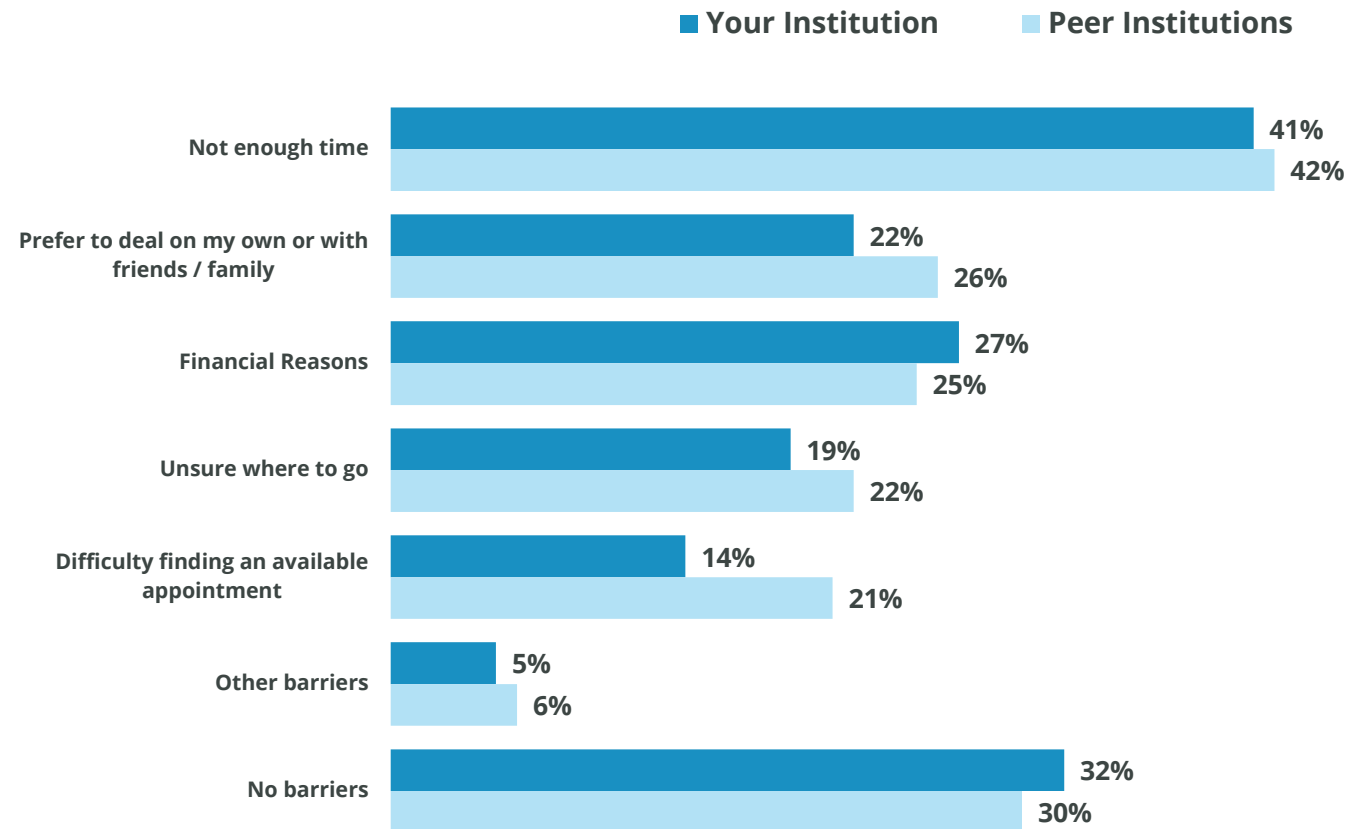Listened to them talk about their issues or distress

Checked in with the person I was concerned about at a later time

Note: Based on responses (n = 2,171) to the Follow-Up Survey (Part Two).

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Barriers to Accessing Care

Among your students, 24% reported needing help sometime in the last 12 months for emotional or mental health problems, such as feeling sad, blue, anxious, or nervous. But not everyone seeks out formal help. Here are your students' most common barriers to seeking services.

Barriers to Accessing Care

■ **Your Institution**   ■ **Peer Institutions**

Barrier	Your Institution	Peer Institutions
Not enough time	41%	42%
Prefer to deal on my own or with friends / family	22%	26%
Financial Reasons	27%	25%
Unsure where to go	19%	22%
Difficulty finding an available appointment	14%	21%
Other barriers	5%	6%
No barriers	32%	30%

Notes: Based on responses (*n* = 2,171) to the Follow-Up Survey (Part Two). Percentages are of students who indicated a need for services (i.e., excludes students who responded "No need for services").
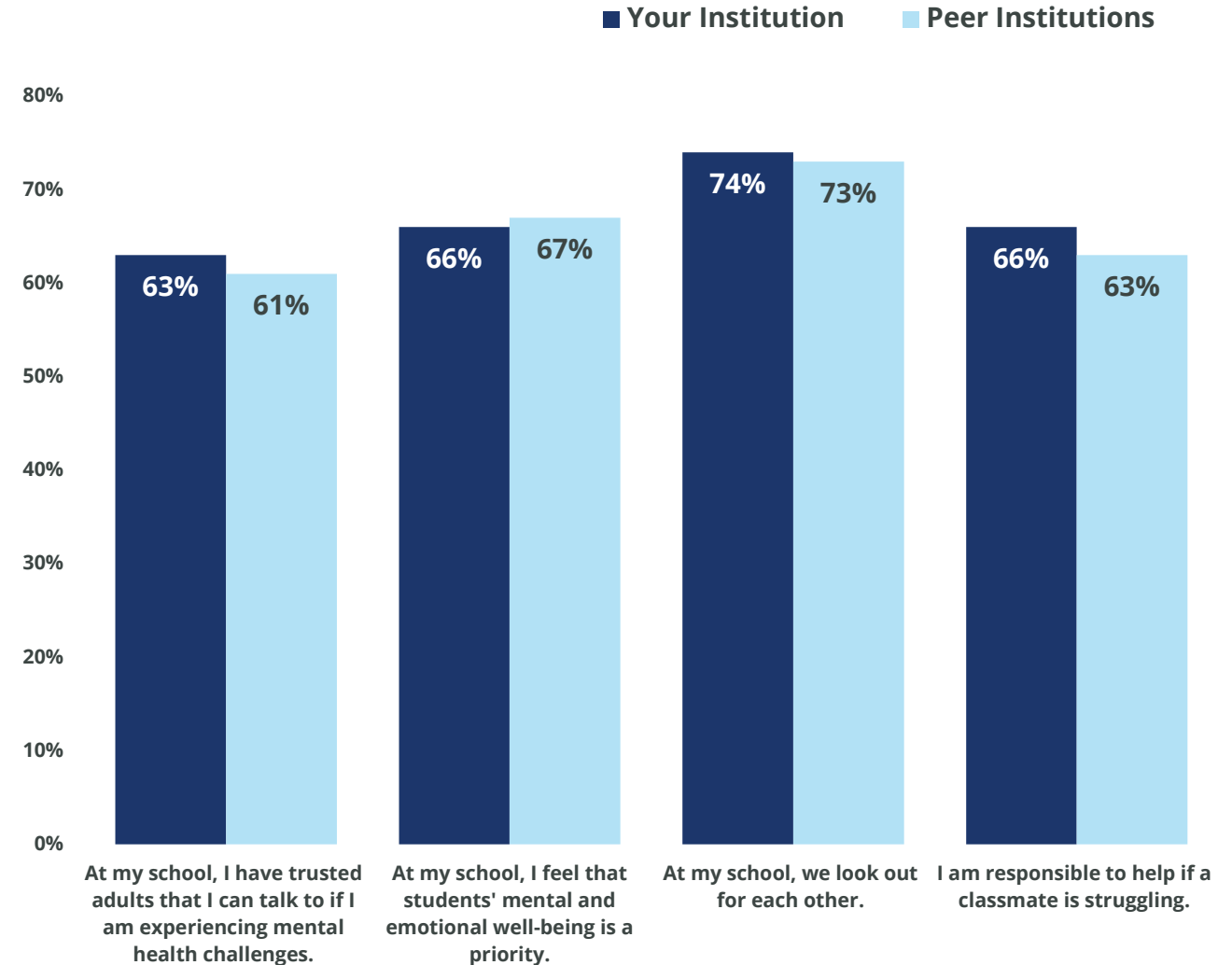
Campus Climate

After completing the course, students answered a series of questions related to the climate around mental well-being at their school. This information can help you understand the degree to which your health promotion and response efforts are impacting student perceptions of the campus environment.

Institutionalization Tip

Students' perceptions of the commitment and intentions of their institution can have a significant impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to promote mental health. The institutionalization of these critical issues is also related to student retention and graduation. These may be very valuable data points to share with administrators to show how students are feeling about the climate at your institution and for senior leaders to consider when communicating publicly about the expectations of students in their community.

Perceptions of Campus Climate

■ **Your Institution**   ■ **Peer Institutions**

Statement	Your Institution	Peer Institutions
At my school, I have trusted adults that I can talk to if I am experiencing mental health challenges.	63%	61%
At my school, I feel that students' mental and emotional well-being is a priority.	66%	67%
At my school, we look out for each other.	74%	73%
I am responsible to help if a classmate is struggling.	66%	63%

Note: Percentages represent students that chose "agree" or "strongly agree" in the Follow-Up Survey, Part Two (*n* = 2,171)
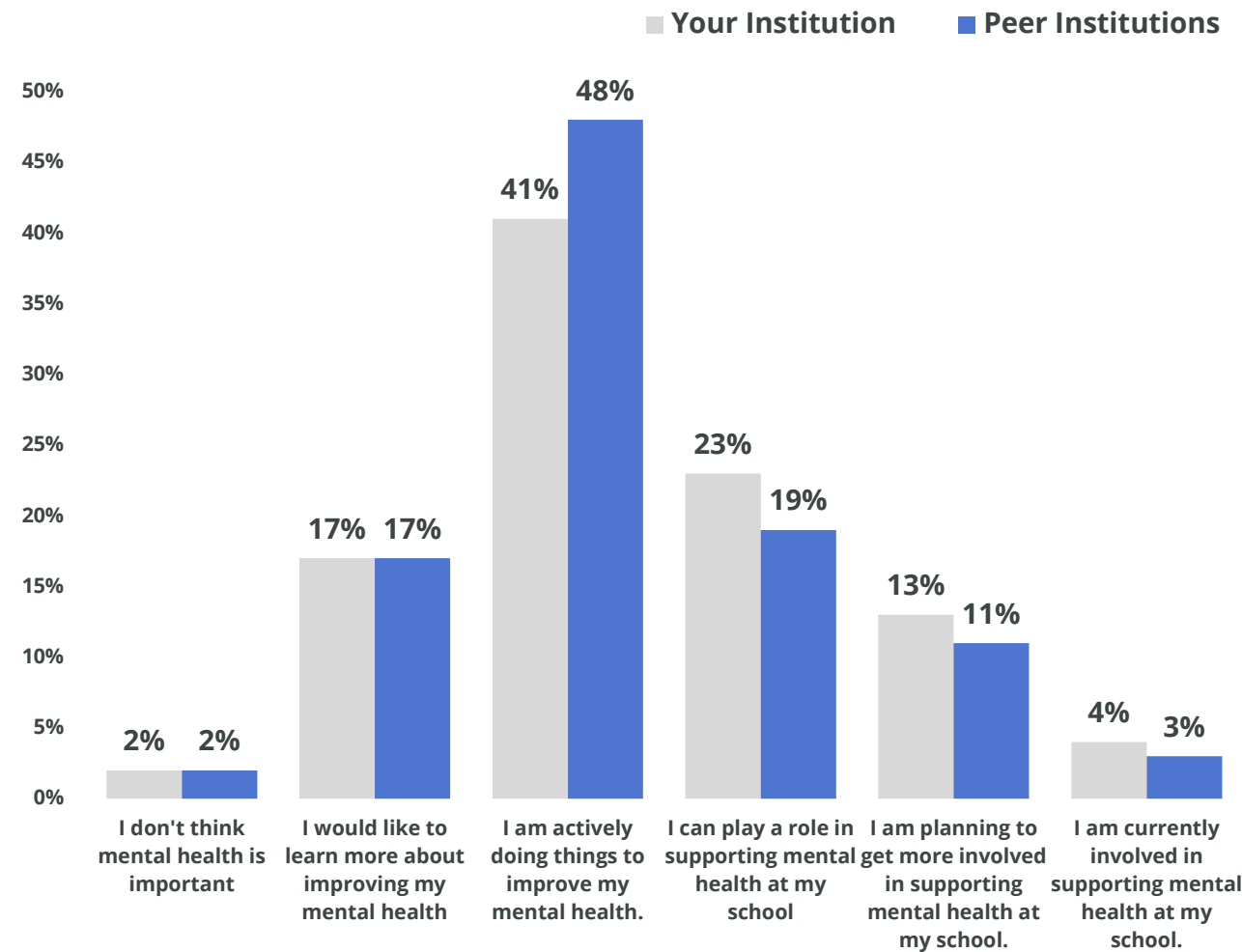
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Community Readiness

After completing the course, students answered questions about their readiness to address mental well-being at their school — from identifying mental health as an issue worthy of their attention, to getting personally involved in health promotion efforts.

Programming Tip

These categories from left to right represent a continuum of readiness to support prevention efforts on your campus. While most students come to school with a healthy and open mindset, it is important to consider how prevention efforts are influencing all students across this continuum and how we can pull those from the least desirable categories towards a more positive perspective towards community at your institution.

Indicators of Community Readiness

Legend: ■ Your Institution   ■ Peer Institutions

Category	Your Institution	Peer Institutions
I don't think mental health is important	2%	2%
I would like to learn more about improving my mental health	17%	17%
I am actively doing things to improve my mental health.	41%	48%
I can play a role in supporting mental health at my school	23%	19%
I am planning to get more involved in supporting mental health at my school.	13%	11%
I am currently involved in supporting mental health at my school.	4%	3%

Notes: Based on responses to the Post-Course Survey (*n* = 3,053).

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Mental Well-Being for Students

Appendix – Student Demographics
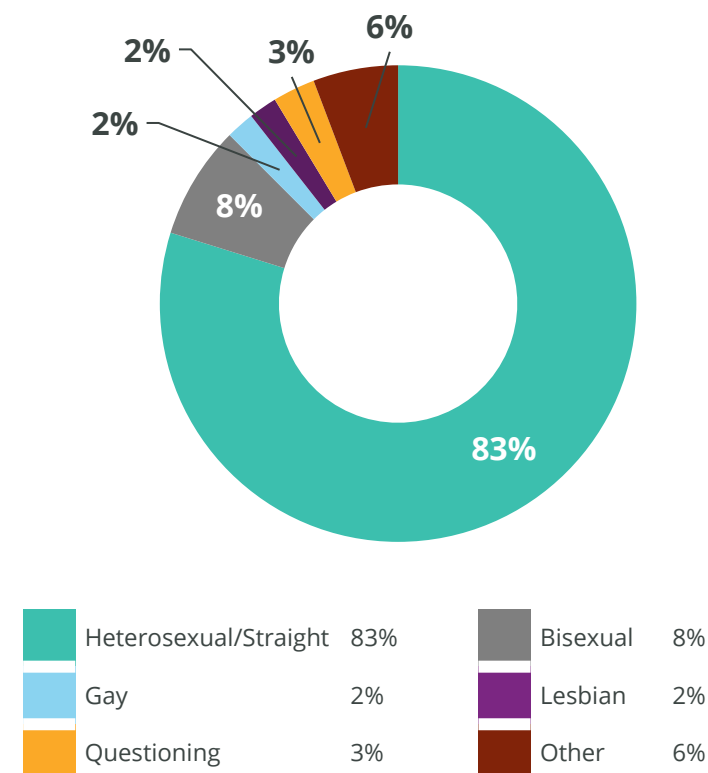
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Student Demographics

The following is a summary of the demographics of students who participated in *Mental Well-Being for Students* this year. Demographic information is self-reported by students as part of the Pre-Course Survey (*n* = 3,742). All questions are optional, and students may choose not to share demographic information.

Gender Identity
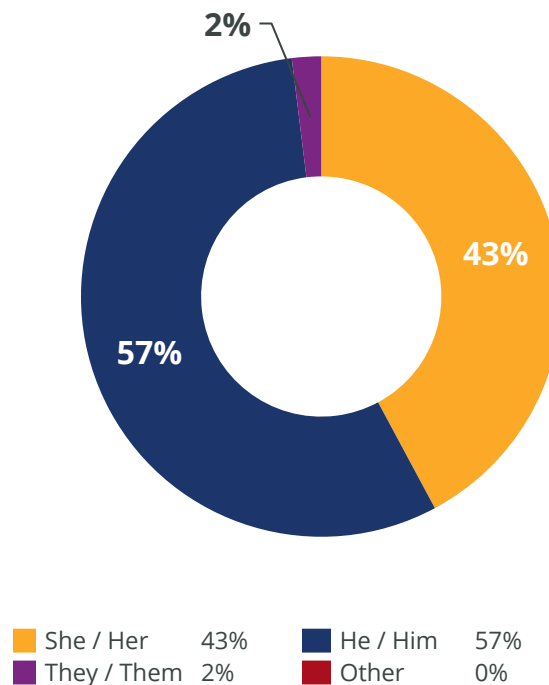
■ She / Her	43%	■ He / Him	57%
■ They / Them	2%	■ Other	0%

Sexual Orientation

■ Heterosexual/Straight	83%	■ Bisexual	8%
■ Gay	2%	■ Lesbian	2%
■ Questioning	3%	■ Other	6%

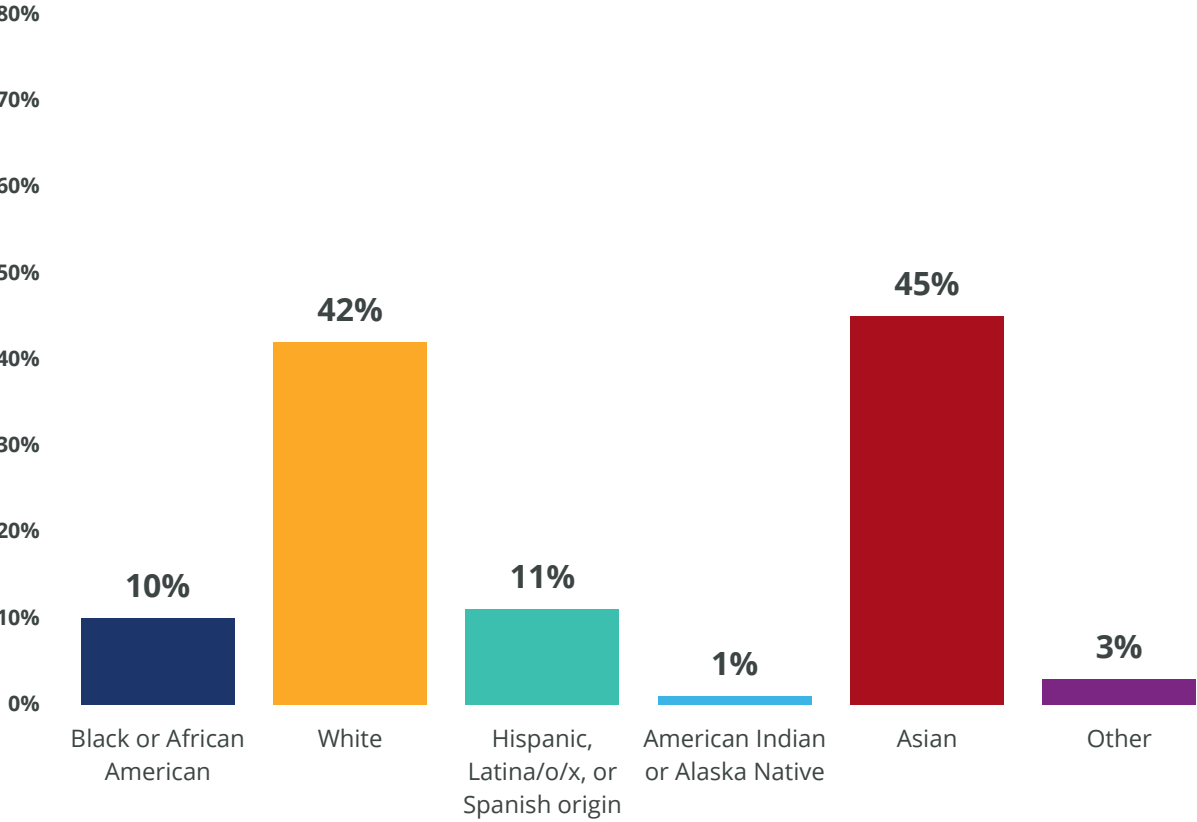**Note:** Respondents could choose more than one option, so the percentages combined may exceed 100%.

Student Demographics *(continued)*

Race and/or Ethnicity

Bar chart of Race and/or Ethnicity:
- Black or African American: 10%
- White: 42%
- Hispanic, Latina/o/x, or Spanish origin: 11%
- American Indian or Alaska Native: 1%
- Asian: 45%
- Other: 3%

Note: Respondents could choose more than one option, so the percentages combined may exceed 100%.

Age donut chart:

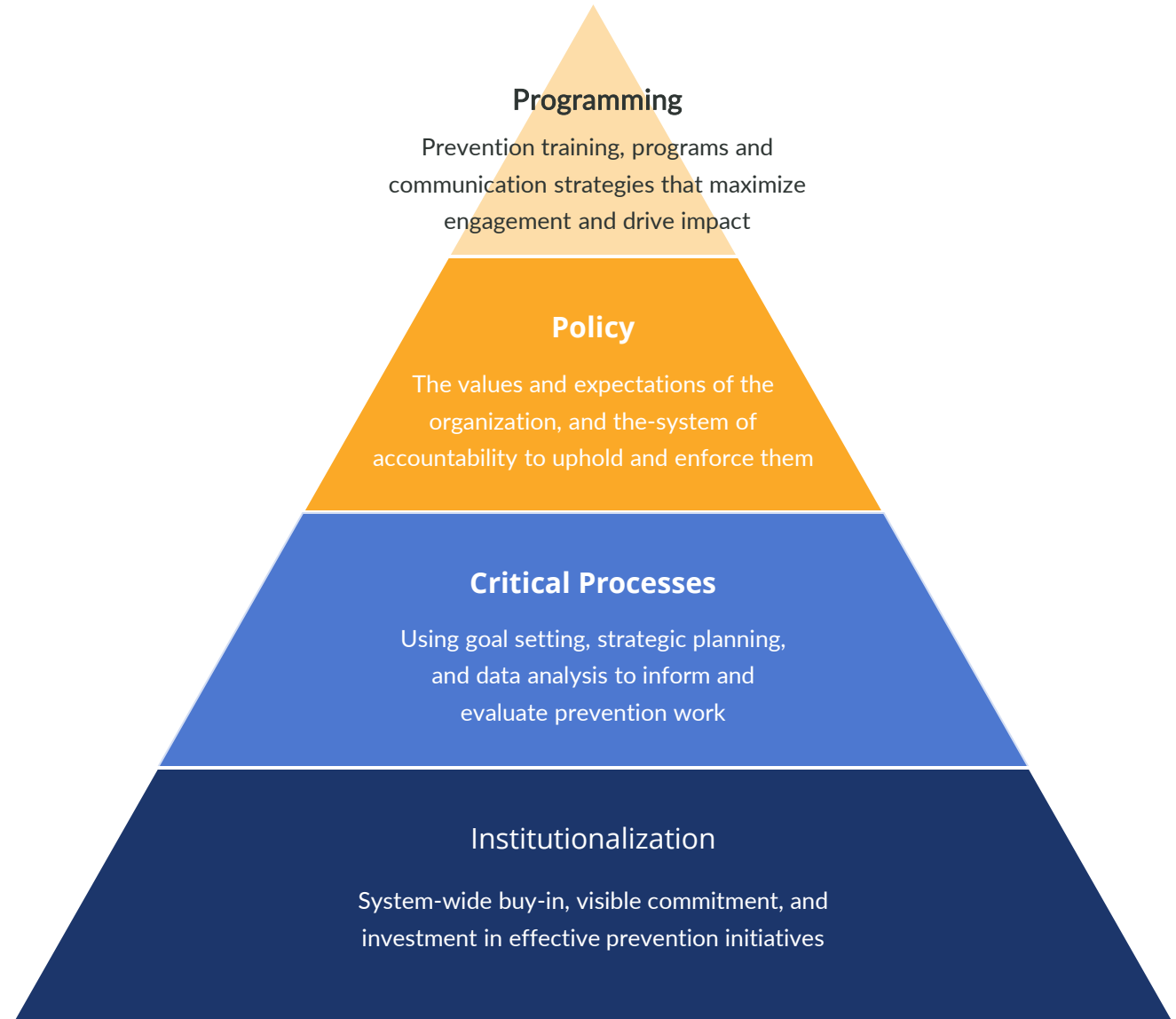|			
■ 17 Years or younger	11%	■ 18 Years	67%
■ 19 Years	15%	■ 20 Years	4%
■ 21+ Years	4%		
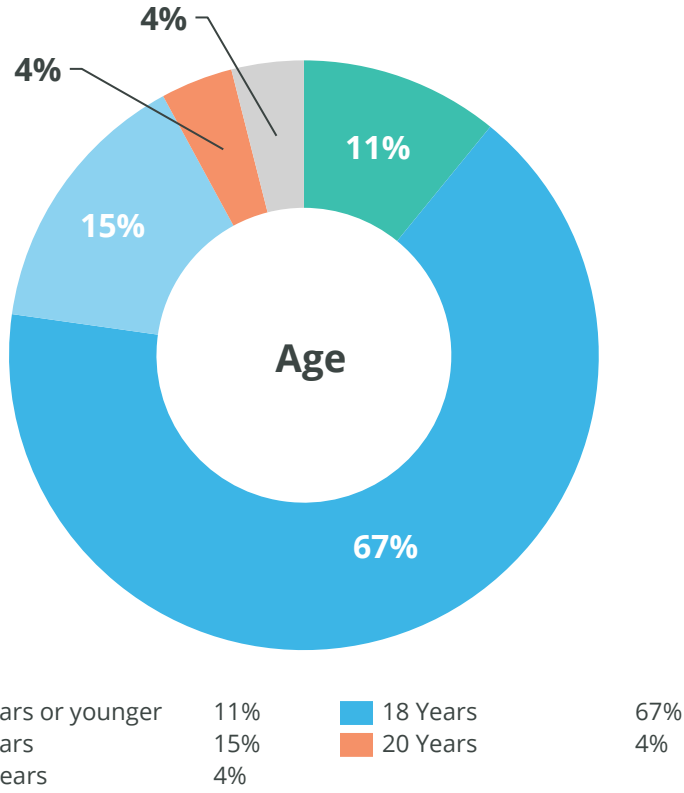
Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?							
Yes	1%	No	95%	Not sure	1%	Prefer not to answer	2%

Mental Well-Being for Students

Supplemental Information

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The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.

Programming

Prevention training, programs and communication strategies that maximize engagement and drive impact

Policy

The values and expectations of the organization, and the-system of accountability to uphold and enforce them

Critical Processes

Using goal setting, strategic planning, and data analysis to inform and evaluate prevention work

Institutionalization

System-wide buy-in, visible commitment, and investment in effective prevention initiatives

About Mental Well-Being for Students

The Benefits of Working with Vector Solutions	Mental Well-Being for Students Course Objectives
Proven Efficacy Nine independent studies have been published demonstrating the efficacy of Vector Solutions' online programs. Our approach improves knowledge, attitudes, and behaviors.	**Reduce the stigma** surrounding mental health and promote conversations about well-being
True Expertise Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.	**Introduce strategies** for approaching challenges, including self-management, self-advocacy, and building a support system
Beyond Compliance Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.	**Empower learners** to support peers in crisis situations
Data Driven Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.	**Connect learners** with campus-based support and local resources

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