

Georgia Institute of  
Technology

# Mental Well-Being for Students

Impact Report

2024 – 2025 Academic Year



## Dear Georgia Institute of Technology Partner,

I am pleased to share your 2024-25 Impact Report for *Mental Well-Being for Students*. This year's report highlights the continued impact of your investment in fostering the health, safety, and well-being of your students and employees.

The socio-political landscape in higher education is rapidly evolving, placing even greater importance on investing in programs that make a difference in your community. And as financial pressures increase and expectations for accountability grow, leveraging data to make informed decisions is more critical than ever.

At Vector Solutions, we view prevention not as a one-time program but as an ongoing process. The insights within this report are designed to help you both demonstrate and drive meaningful change on your campus. Here are some strategic considerations to help maximize the value of your data:

- **Making the Case for Impact:** In a competitive higher education environment, showcasing the reach and outcomes of your prevention programs is essential. How are you leveraging data to gain support for your initiatives—whether through cabinet-level reports, accreditation efforts, or external communications?
- **Prioritizing Resource Allocation:** Our courses and surveys explore key drivers of behavior change, from knowledge and attitudes to social norms and behavioral skills. How can these data points guide decisions about where to invest resources and where to scale back?
- **Empowering the Healthy Majority:** Most learners already hold positive attitudes and behaviors toward wellness and safety. How can you use this data to amplify their voices and encourage them to become active changemakers at your institution?

- **Unlocking Deeper Insights:** Are you fully utilizing your data by incorporating custom survey questions or conducting disaggregated analyses? These approaches can help you uncover nuanced needs and strengths in your community.

The insights in this report not only reflect your commitment to prevention but also highlight its role in enhancing institutional performance, whether it's fostering an engaged and productive workforce or driving student success outcomes across the lifecycle. These outcomes underscore the strategic value of prevention in advancing institutional goals.

As you explore this year's findings, I encourage you to think about how these insights can inform and strengthen your ongoing prevention efforts. By prioritizing data-driven decision-making, your institution is positioned to thrive in this dynamic, challenging, and all-important time for higher education.

Your partner in prevention,



Rob Buelow  
VP and General Manager, Education  
Vector Solutions

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# How To Use This Report

This report provides key insights from your *Mental Well-Being for Students* course survey and assessment 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 prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find tips and further research related to these prevention elements.

## About the Data in This Report

### Type of Data

This report includes data from student surveys: Pre-Course Surveys taken immediately before the course; Post-Course Surveys taken immediately after the course; and Follow-Up Surveys (Part Two) taken after an intersession period (typically 30-45 days following course completion). Overall, 3,704 of your students completed the Pre-Course Survey, 3,325 completed the Post-Course Survey, and 3,557 completed the Follow-Up Survey (Part Two).

### Data Accuracy

All data are self-reported, but, in our analysis of responses, we find the data to be accurate, valid, and reliable. There is great 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.

### Important Note About Your 2024-2025 Data

The data included in this report were collected between June 1, 2024 and February 25, 2025. Please note the following:

- While learners are encouraged to answer all survey questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional.
- Impact Reports are based on data from course surveys and assessments only (*not course completions*).
- A low ( $n < 50$ ) number of responses to the Follow-Up Survey (Part Two) can result in there being extreme (very high or low) or no (if  $n = 0$ ) data present on certain slides.



# Executive Summary

## This school year,

**3,704** Georgia Institute of Technology students completed surveys in *Mental Well-Being for Students* (MWBS) from June 1, 2024 to February 25, 2025. 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 19%. When it comes to skills, after completing *Mental Well-Being for Students*, 79% of students say they would know how to access help if they needed it and 70% 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 83% of students who believe it is healthy to discuss mental health concerns and 84% 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*, 11% 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, 74% 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.

# 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.





# 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

**3,704 students**  
at Georgia Institute of  
Technology completed  
surveys in *Mental Well-Being  
for Students*  
from June 1, 2024 to  
February 25, 2025.

## Impact on Learners

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

### Average Assessment Score:



### After taking MWBS, your students agree:

Seeking help for my mental health  
can make a positive difference. **84%**

My mental health can improve  
over time. **83%**

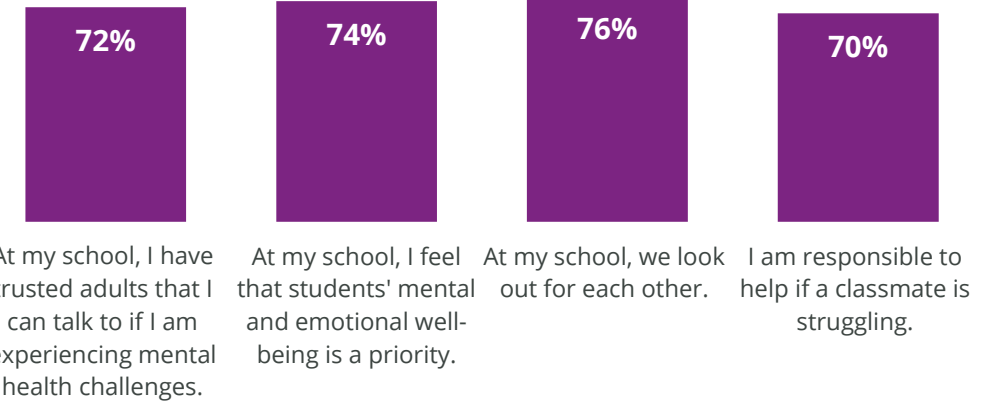
I have the ability to make a  
difference in the mental health of  
others. **83%**

**Note:** Percentages represent students that responded “agree”  
or “strongly agree” to each item in the Post-Course Survey ( $n = 3,325$ ).

## 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.

**11% of students at Georgia Institute of Technology** are  
currently or plan to be involved in supporting mental health at your  
school.



**Note:** Percentages represent students that chose “agree” or “strongly agree” in the Follow-Up Survey (Part Two),  $n = 3,557$ .

# 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:**

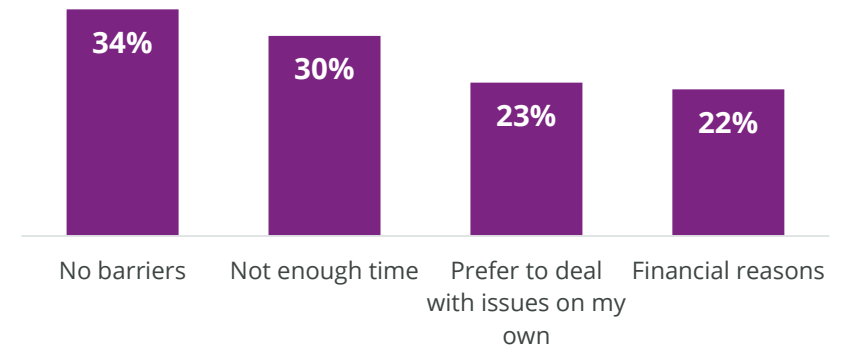
- 1 Expressed my concern for their well-being to them directly
- 2 Listened to them talk about their issues or distress
- 3 Checked in with the person I was concerned about at a later time

**Note:** These data are based on responses to the Follow-Up Survey (Part Two),  $n = 3,557$ .

**83%** 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:



**22%** 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.



# Impact Insights:

## *Mental Well-Being for Students*

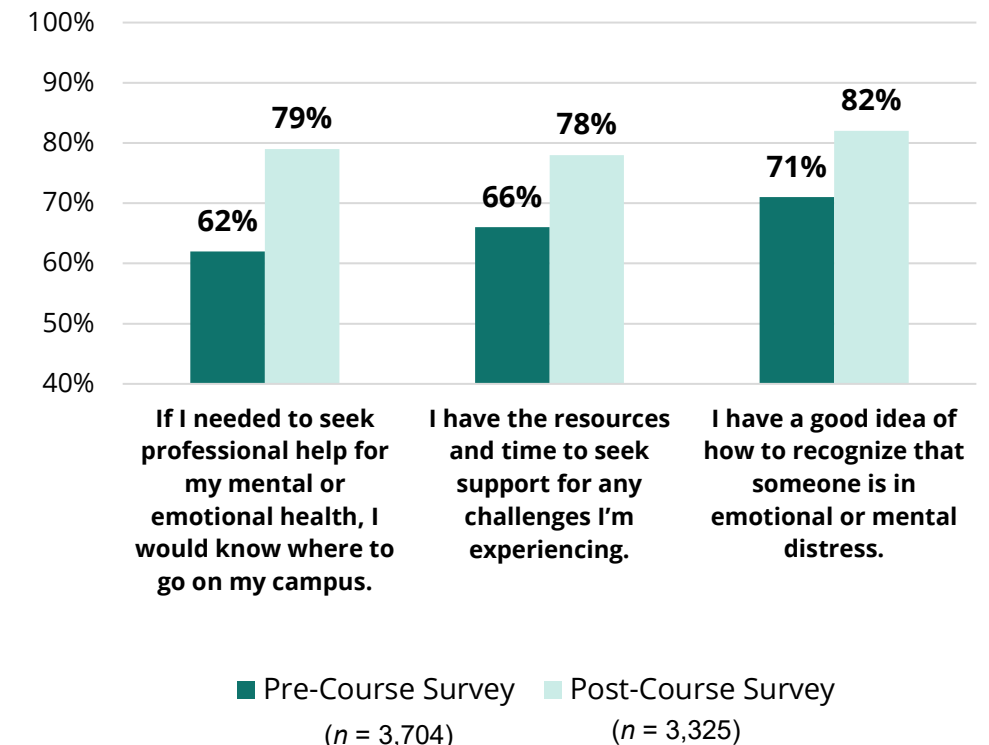
Greatest Opportunities for Growth		Greatest Strengths	
I have the resources and time to seek support for any challenges I'm experiencing.	78%	Seeking help for my mental health can make a positive difference.	84%
If I needed to seek professional help for my mental or emotional health, I would know where to go on my campus.	79%	Mental health is as important as physical health.	83%
I have a good idea of how to recognize that someone is in emotional or mental distress.	82%	My mental health can improve over time.	83%

Items listed above represent the lowest-scoring survey items among your learners.

Items listed above represent the highest-scoring survey items among your learners.

**Note:** Highest and lowest scoring items are taken from the Post-Course Survey ( $n = 3,325$ ), and each percentage represents the learners at Georgia Institute of Technology that chose "Agree" or "Strongly agree" on a 5-point Likert scale.

### Greatest Impact



**Note:** Learners at Georgia Institute of Technology demonstrated the most pre-to-post growth on these items upon completing this course.

# Mental Well-Being for Students and Your Students

Impact at Georgia Institute of Technology

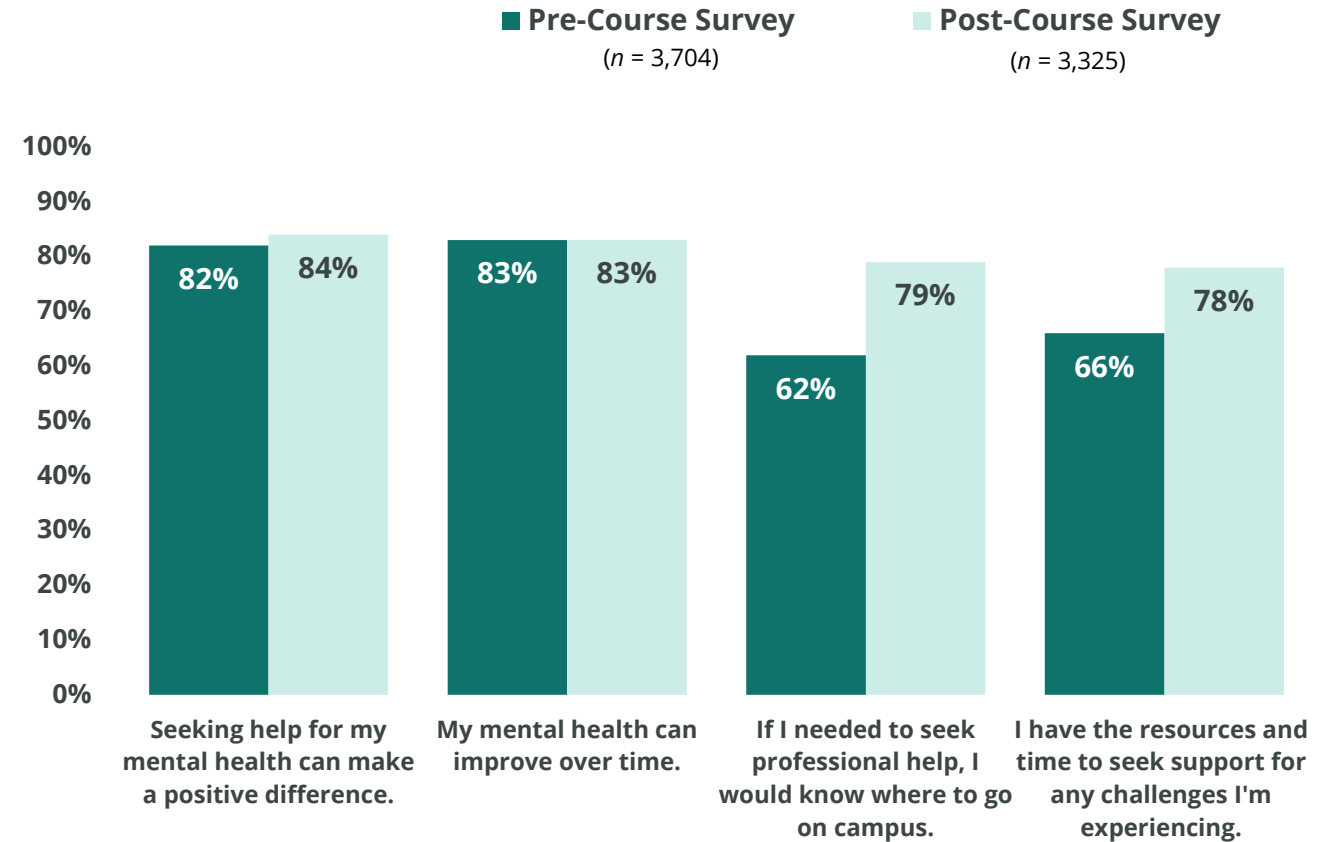


# Seeking Help and Support for Mental Health

*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.



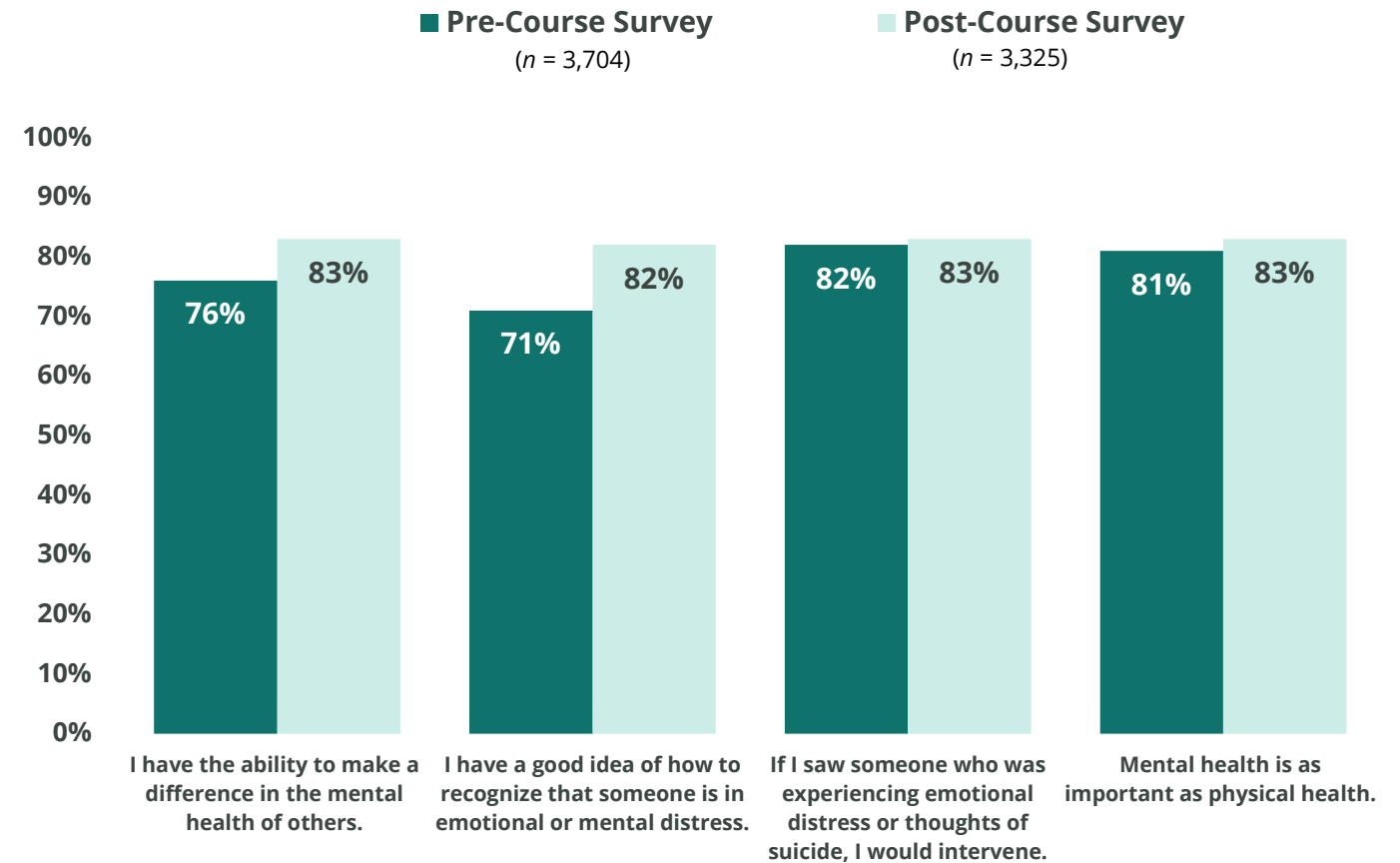
**Note:** Percentages represent students that responded "agree" or "strongly agree" for each item.



# 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



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

# Mental Well-Being On Your Campus

Data and insights from students at Georgia Institute of Technology

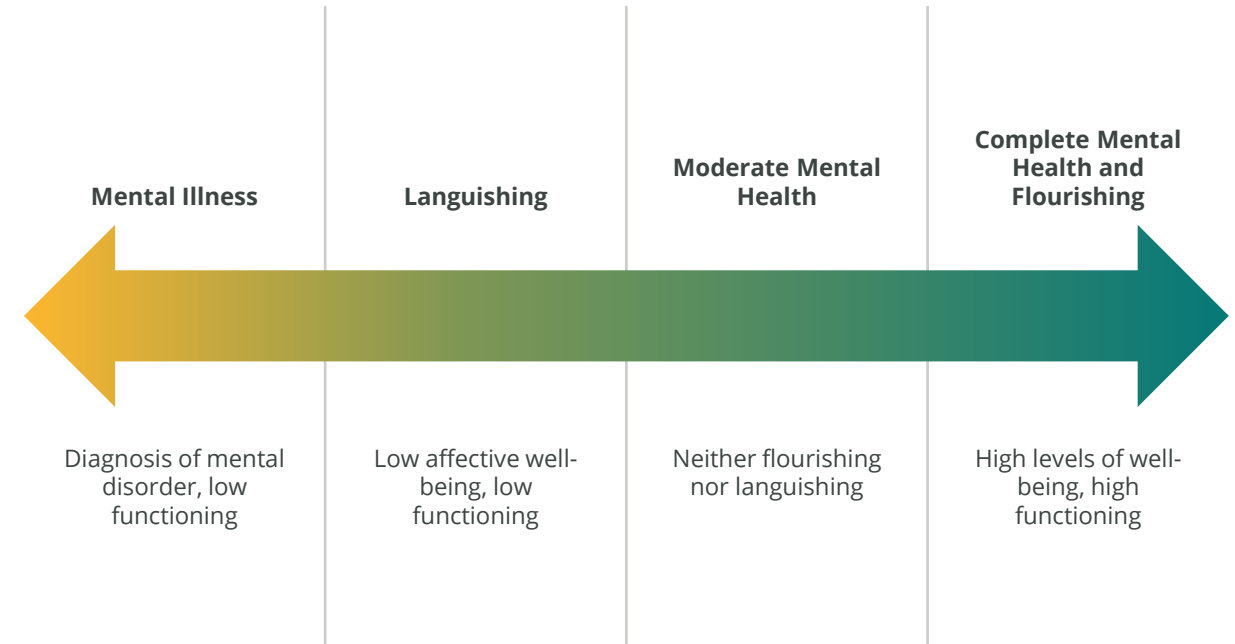


# A Continuum of Student Mental Health

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.



*Continuum Reference: Keyes, C. L. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. American Psychologist, 62, 95-108*



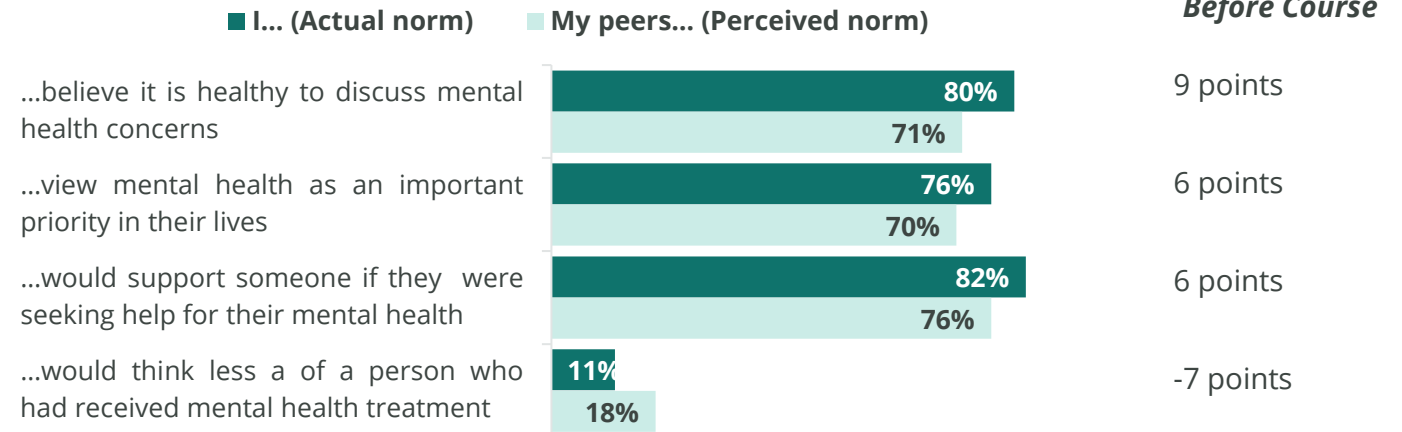
# Social Norms for Behavior

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.

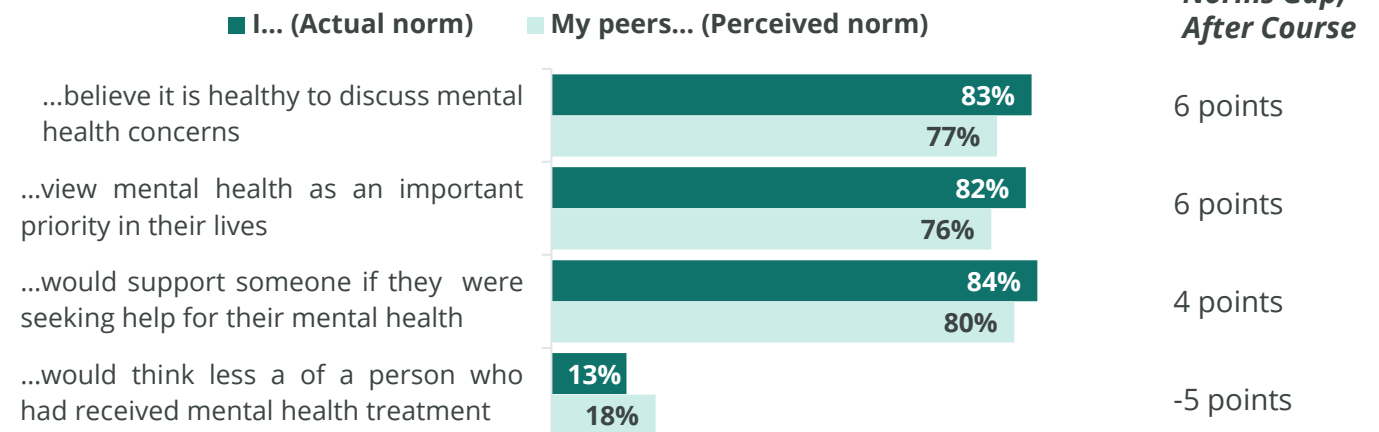
## Critical Processes Tip

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. You can examine the norms gap between subgroups by requesting raw data extracts and looking into which groups could use additional training and support to close the norms gap.

### Before Course (Pre-Course Survey, n = 3,704)



### After Intersession Period (Follow-Up Survey, n = 3,557)



# 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.	72%
I have intervened when someone shared that they were experiencing a mental health challenge.	86%
I have intervened when someone was experiencing significant emotional distress.	85%
I have intervened when someone was experiencing thoughts of suicide.	56%

## 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

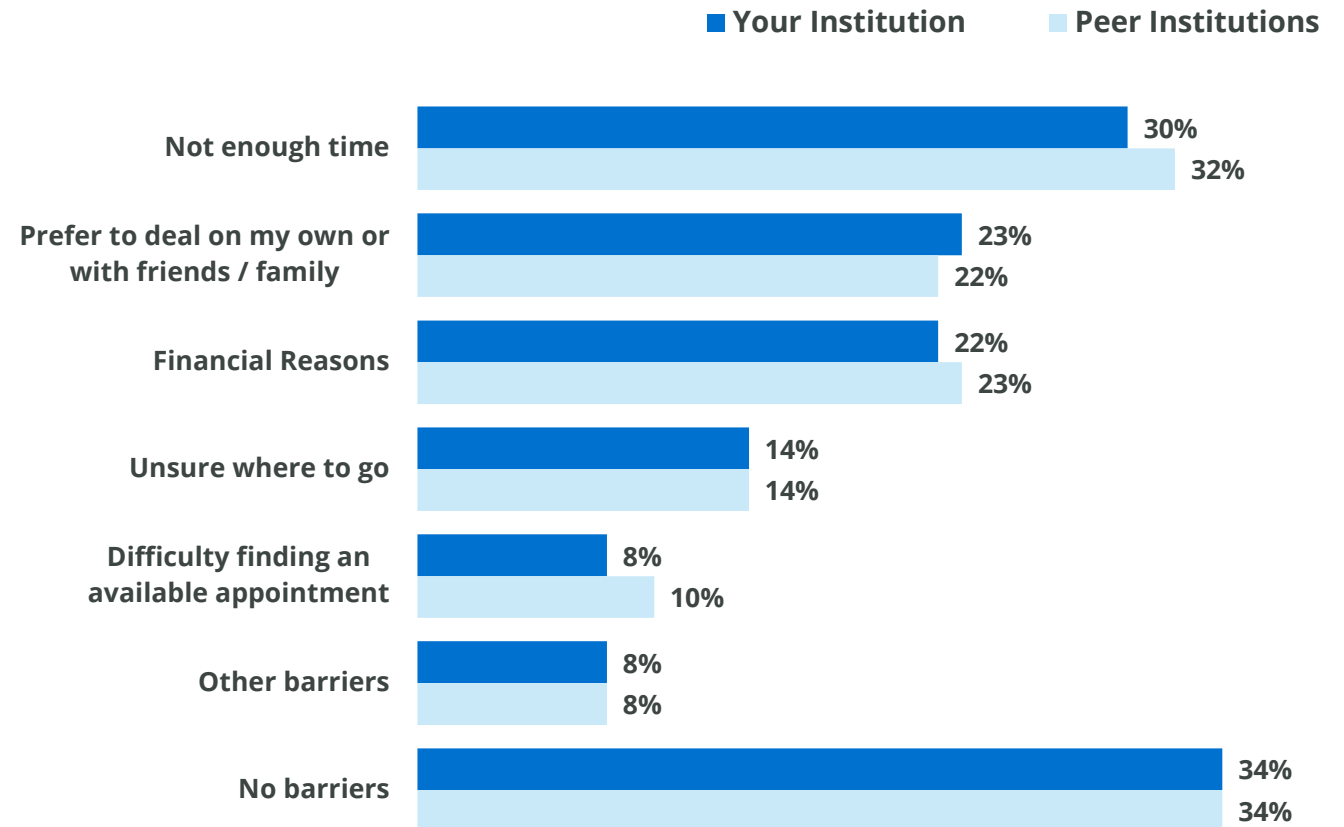
Checked in with the person I was concerned about at a later time

**Note:** Based on responses to the Follow-Up Survey (Part Two),  $n = 3,557$ .

# Barriers to Accessing Care

Among your students, 22% 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



**Notes:** Based on responses to the Follow-Up Survey (Part Two),  $n = 3,557$ . Percentages are of students who indicated a need for services (i.e., excludes students who responded "No need for services").





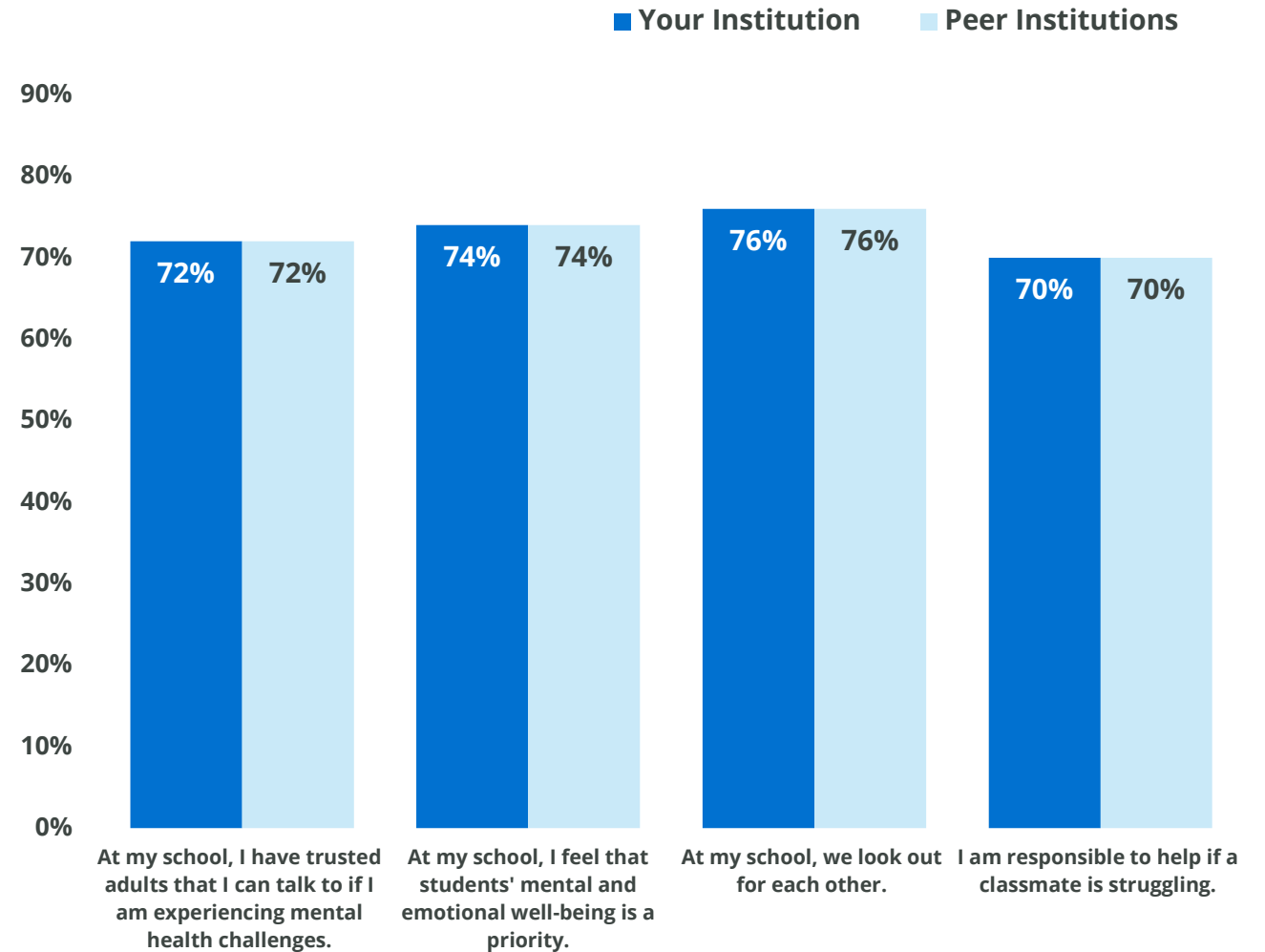
# Campus Climate

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



**Note:** Percentages represent students that chose “agree” or “strongly agree” in the Follow-Up Survey (Part Two),  $n = 3,557$ .

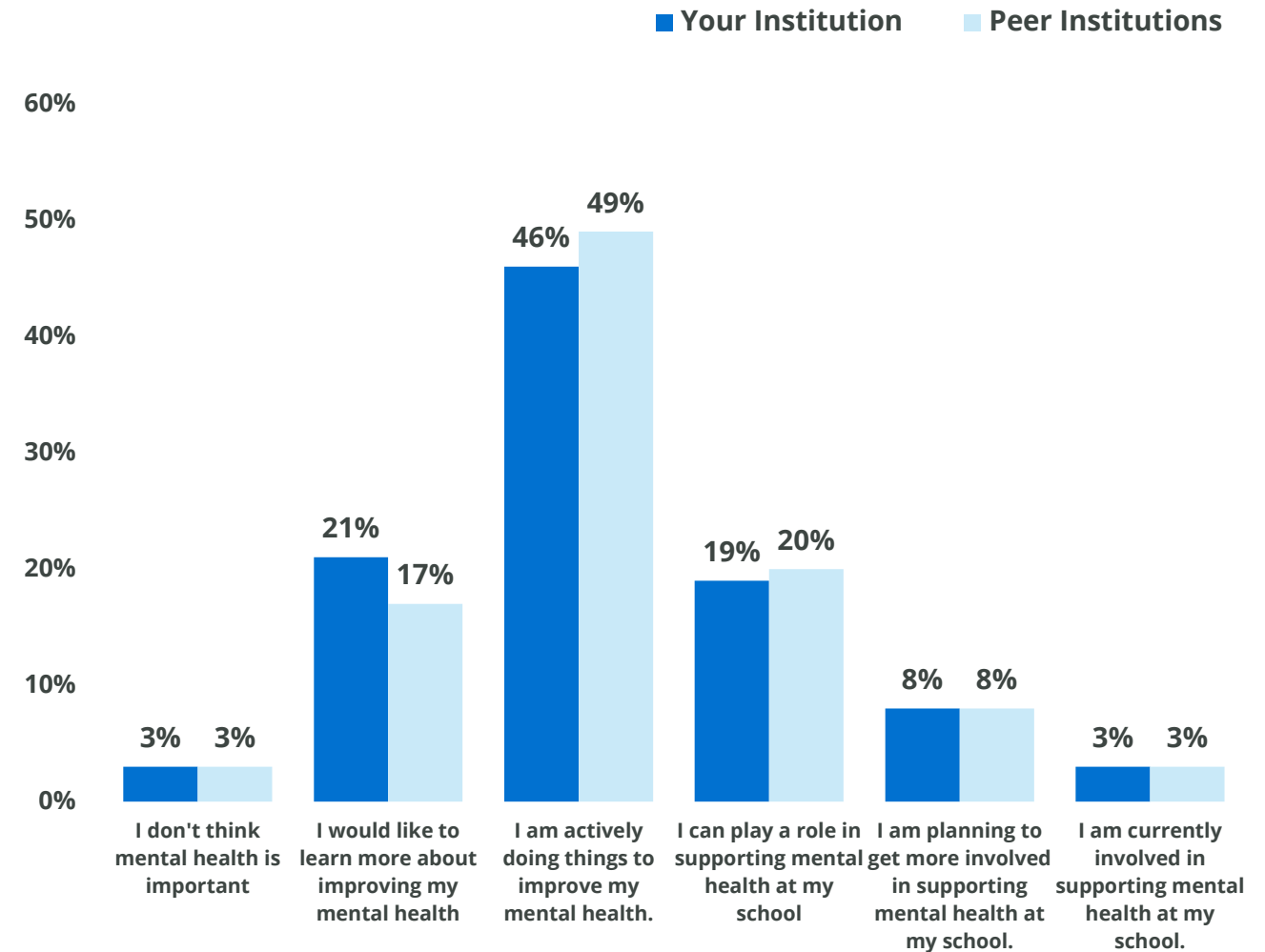
# Community Readiness

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



**Notes:** Based on responses to the Post-Course Survey ( $n = 3,325$ ).

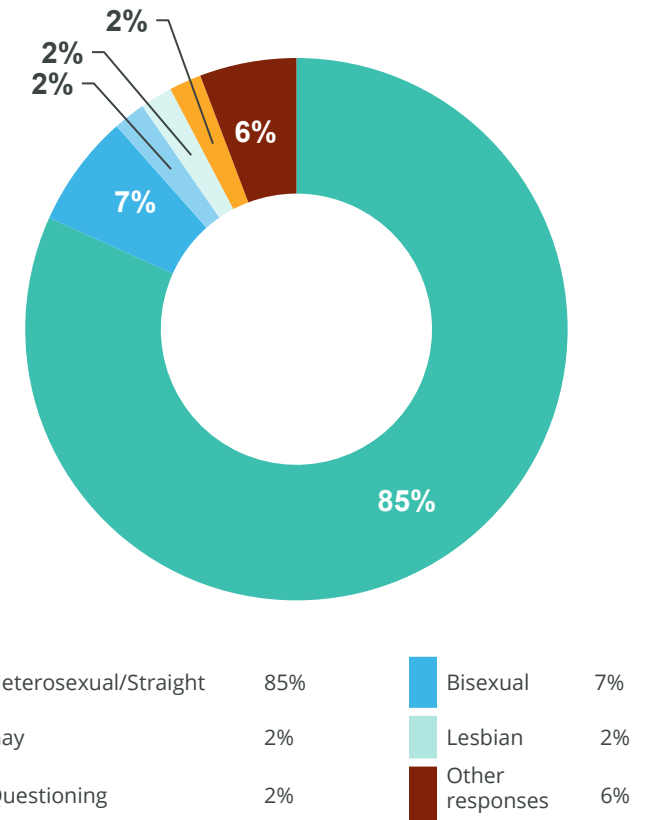
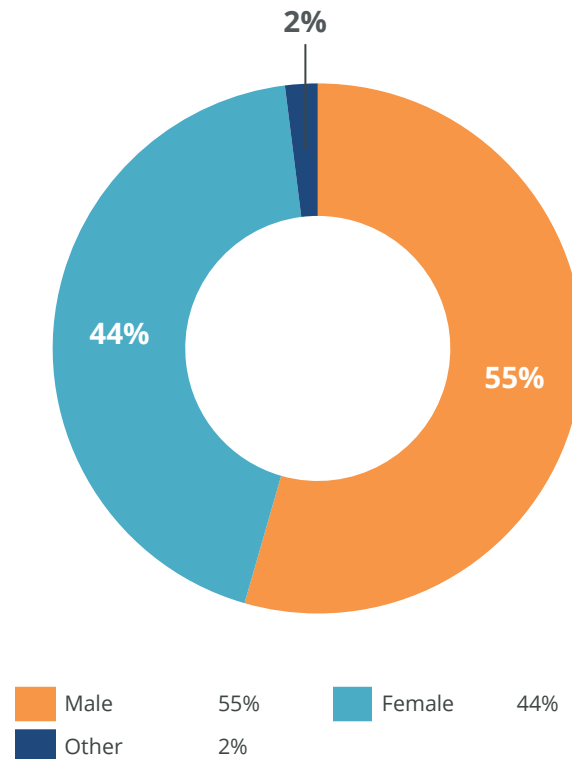
# Mental Well-Being for Students

Appendix | Student Demographics



# Student Demographics

The following is a summary of the demographics of students who completed surveys in MWBS from June 1, 2024 to February 25, 2025. Demographic information is self-reported by students as part of the Pre-Course Survey ( $n = 3,704$ ). All questions are optional, and students may choose not to share demographic information.

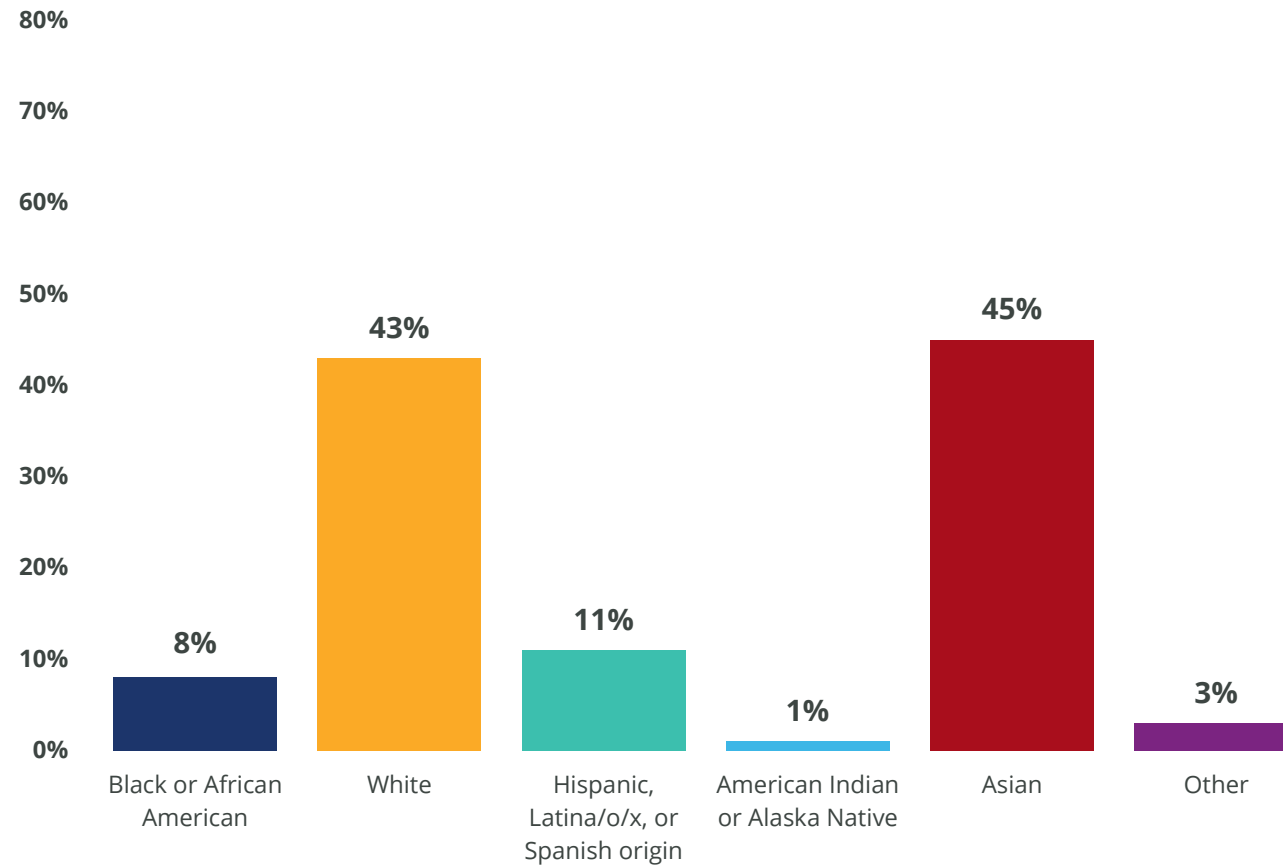


**Note:** 'Other responses' reflects the number of students who selected Asexual or Queer

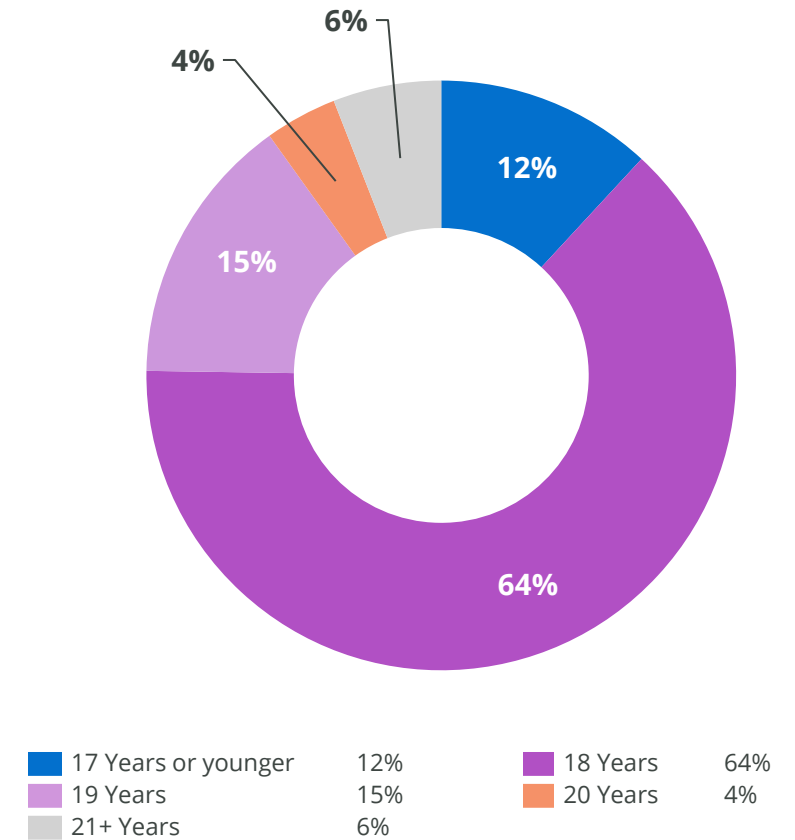
**Note:** Both of these questions allow respondents to select more than one item, so either total may exceed 100%.



## Student Demographics (*continued*)



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



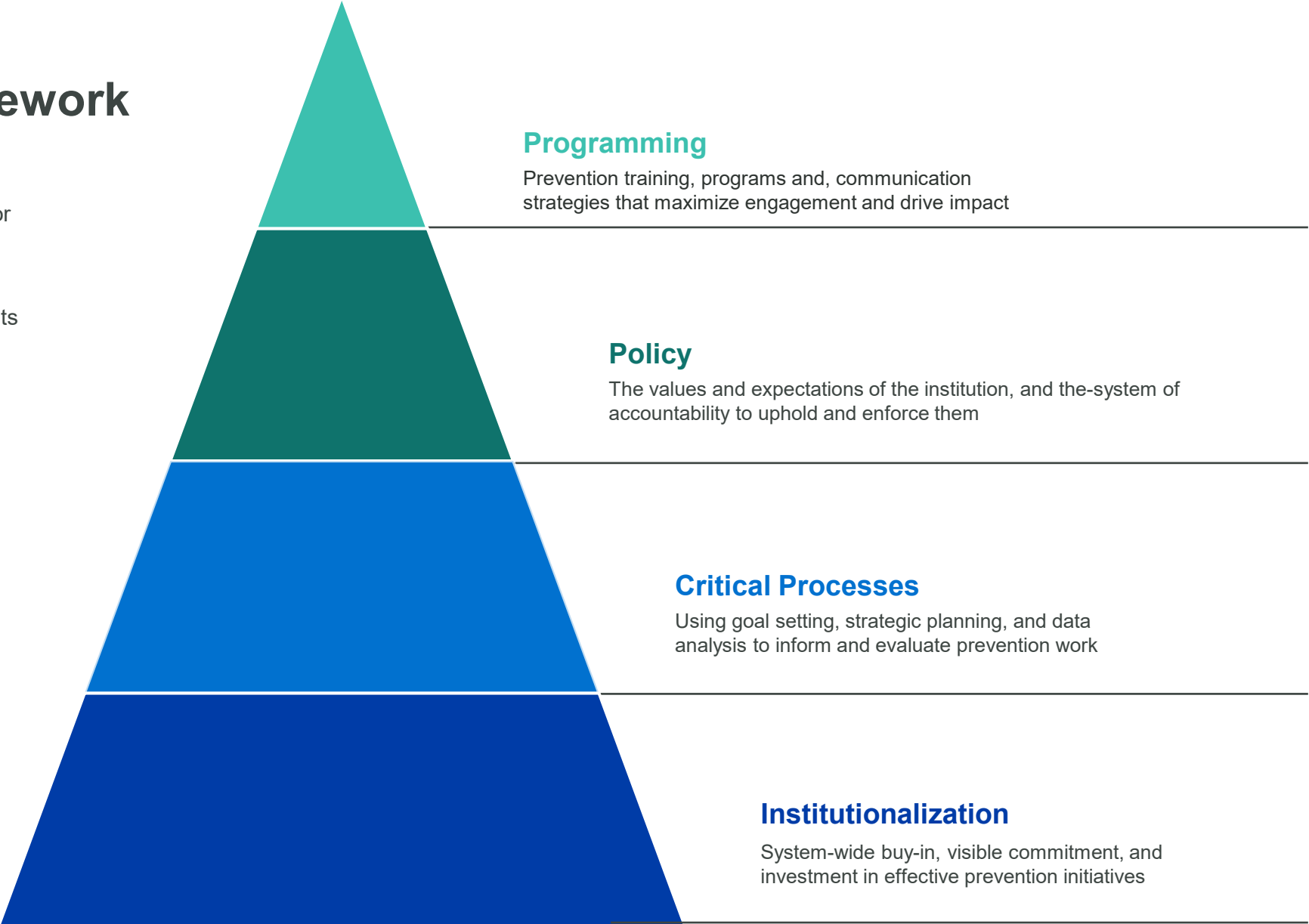
# Mental Well-Being for Students

Supplemental  
Information



# 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.



# About Mental Well-Being for Students

## The Benefits of Working with Vector Solutions

### Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of Vector Solutions' online programs. Our approach improves knowledge, attitudes, and behaviors.

### 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.

### 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.

### 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.

## Mental Well-Being for Students Course Objectives

### Reduce the stigma

surrounding mental health and promote conversations about well-being

### Introduce strategies

for approaching challenges, including self-management, self-advocacy, and building a support system

### Empower learners

to support peers in crisis situations

### Connect learners

with campus-based support and local resources

