



Reducing Health Disparities

Goal 2, Strategy 2E from the *Cultivate Well-Being Action & Transformation Roadmap with a Focus on Students*

April 2024

Introduction

This document reports on two of the deliverables from the project supporting Strategic Goal 2, Strategy 2E from the *Cultivate Well-being Action and Transformation Roadmap with Focus on Students*.

Goal 2	Capacity and Creativity: Continue to improve the quality of and ease of access to equity-literate clinical care and intervention for students who need such services while also enhancing programs and services that focus on the primary prevention of health-related symptoms, diseases, and disorders; the promotion of wellness in a holistic manner; and the creation of conditions which cultivate and sustain well-being for all students, inclusive of all identities and backgrounds.
Strategy 2E	Disaggregate and analyze student health, wellness, and well-being data to identify health disparities and institute evidence-based interventions that close health equity gaps.

Objectives, Deliverables, and Milestones	Status
<p>Objective 1: Develop a comprehensive master list encompassing quantitative and qualitative data collected from 2018 to 2023 at Georgia Tech regarding student indicators of health, well-being, wellness, inclusion, belonging, and academic performance. This master list will integrate survey and administrative data, complete with students' demographic information and sample sizes conducive to in-depth analyses. Compiling a comprehensive master list of available data concerning students' health and well-being enhances Georgia Tech's ability to utilize its data sources effectively.</p> <p>Deliverable 1: A document with all relevant surveys and administrative data about students' health and well-being available at Georgia Tech. The list will include the main characteristics of each data source, such as survey name, sample size, who collects the data, data collection frequency, how many rounds of the survey were available, responsible units, what demographic variables are collected, what the data is used for, key findings, and limitations.</p>	<p><i>Complete: The master list is included in the Appendix. Updates have been made based on the data analysis results.</i></p>
<p>Objective 2: Generate a document illustrating the outcomes of the possible student health gaps among different demographic groups. This analysis will be grounded in the indicators</p>	<p>Complete: This report includes an initial analysis of survey data regarding students' health disparities and preliminary insights and recommendations. Additional analyses will be</p>

<p>of health, well-being, wellness, inclusion, belonging, and academic performance derived from the master list. The primary focus of the analysis will revolve around health disparities among student groups, including race, ethnicity, sexual and gender identity, citizenship, veteran and economic status, and any other pertinent categories. The aim is to enable Georgia Tech to discern potential health disparities across various student demographic groups.</p> <p>Deliverable 2: A document analyzing students' health disparities, insights, and recommendations. The results will be aggregated by race, ethnicity, sexual and gender identity, citizenship, veteran status, economic status, and other categories of interest.</p>	<p>added in FY25 to complete the findings and inform recommendations for subsequent action.</p> <p>The project team will work with colleagues to share the results as infographics more conducive to understanding and data-driven decision making by a wide range of stakeholders.</p>
<p>Objective 3: Leverage the insights of student health disparities analysis, develop a comprehensive report outlining evidence-based interventions to enhance health equity. Based on the student health data analysis, a group of specialists will design interventions for gradual implementation by Georgia Tech. The project team and the subject matter experts will work collaboratively on this project. Creating data-driven interventions enhances efforts to narrow health disparities among students and contributes to the overall well-being of the Georgia Tech community.</p> <p>Deliverable 3: A document with suggestions for evidence-based interventions to enhance health equity.</p>	<p>This objective will continue into FY25.</p>
<p>Objective 4: Annually after that, conduct a thorough analysis of Georgia Tech's student health and well-being data to assess the effectiveness of interventions in reducing health disparities among students. This ongoing monitoring is crucial for identifying emerging trends, evaluating the outcomes of interventions, and recommending adjustments to established strategies as needed.</p>	<p>This objective will continue into FY25.</p>

The Project

The final project deliverables will offer a comprehensive master list encompassing quantitative and qualitative data collected at Georgia Tech from 2018 to 2023 regarding student indicators of health, well-being, wellness, inclusion, belonging, and academic performance. This master list will integrate survey and administrative data, complete with students' demographic information and sample sizes conducive to in-depth analyses. The project will analyze the data compiled in the master list to identify possible health inequalities among several demographic student groups. Compiling and analyzing a comprehensive master list of available data concerning students' health and well-being enhances Georgia Tech's capacity to effectively utilize its data sources to identify and address possible student health inequalities.

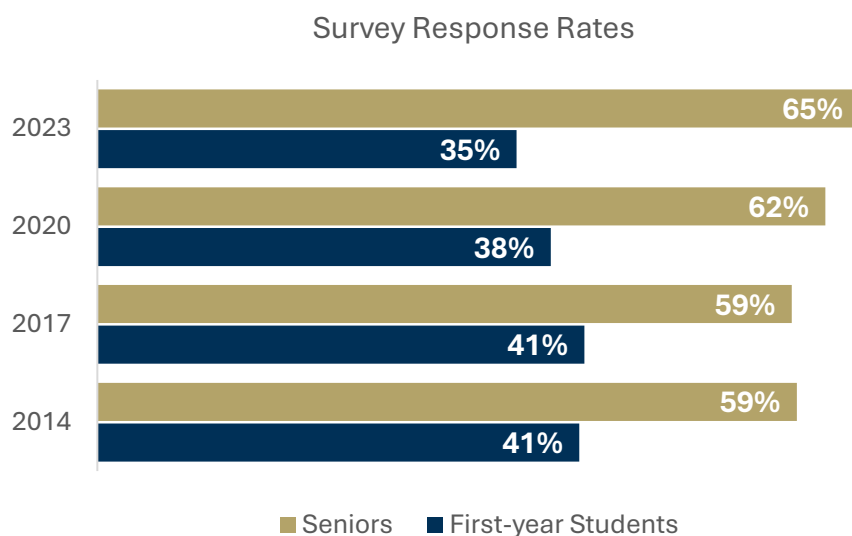
Highlights

- Students at Georgia Tech have an excellent perception of Georgia Tech's support (NSSE, 2023).
- Georgia Tech students have high-quality and diverse interactions on campus. They think that the Institute incentivizes them to contact other students from different backgrounds (NSSE, 2023).
- Most students think Georgia Tech supports their well-being (NSSE, 2023).
- Most students feel that they belong at Georgia Tech. They feel comfortable being themselves on campus (NSSE, 2023 and ACHA-NCHA III, 2022). However, this feeling varies according to students' gender (ACHA-NCHA III).
- Although most Georgia Tech students have a positive perception of their overall health, there is a significant variation in the health perception by gender (ACHA-NCHA III, 2022).
- The data shows a significant mental health inequality regarding student gender. A higher percentage of transgender students at Georgia Tech were diagnosed with mental health disorders compared to their male and female peers. Transgender students are more likely to injure themselves and be diagnosed with depression, anxiety, and stress (ACHA-NCHA III, 2022).
- Two-thirds of the students at Georgia Tech reported they needed emotional or mental health support in the past year. One-third of the students received psychological or mental health services within the previous 12 months (The Mental Health Network, 2022-2023).
- A high percentage of Georgia Tech students reported knowing where to find the mental health services the Institute offers (The Healthy Minds Study, 2022-2023).
- A significant number of students at Georgia Tech face food insecurity and financial challenges. The proportion varies by demographic groups such as gender, sexual orientation, race, citizenship, and year in the school (ACHA-NCHA III, 2022).

Discovery

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) collects information about students' participation in programs and activities that have been empirically confirmed as high impact practices in undergraduate education. The results estimate how undergraduates spend their time and what they gain from attending college. The NSSE also provides information about students' perceptions of the institution's environment, well-being support, and community. The Center for Postsecondary Research at the Indiana University School of Education conducts the survey. The Student Engagement and Well-Being cabinet area sponsors the study at Georgia Tech. We accessed reports of four-year survey administrations: 2014, 2017, 2020, and 2023. In 2023, the study yielded responses from 1,579 students (554 first-year and 1,025 senior students).

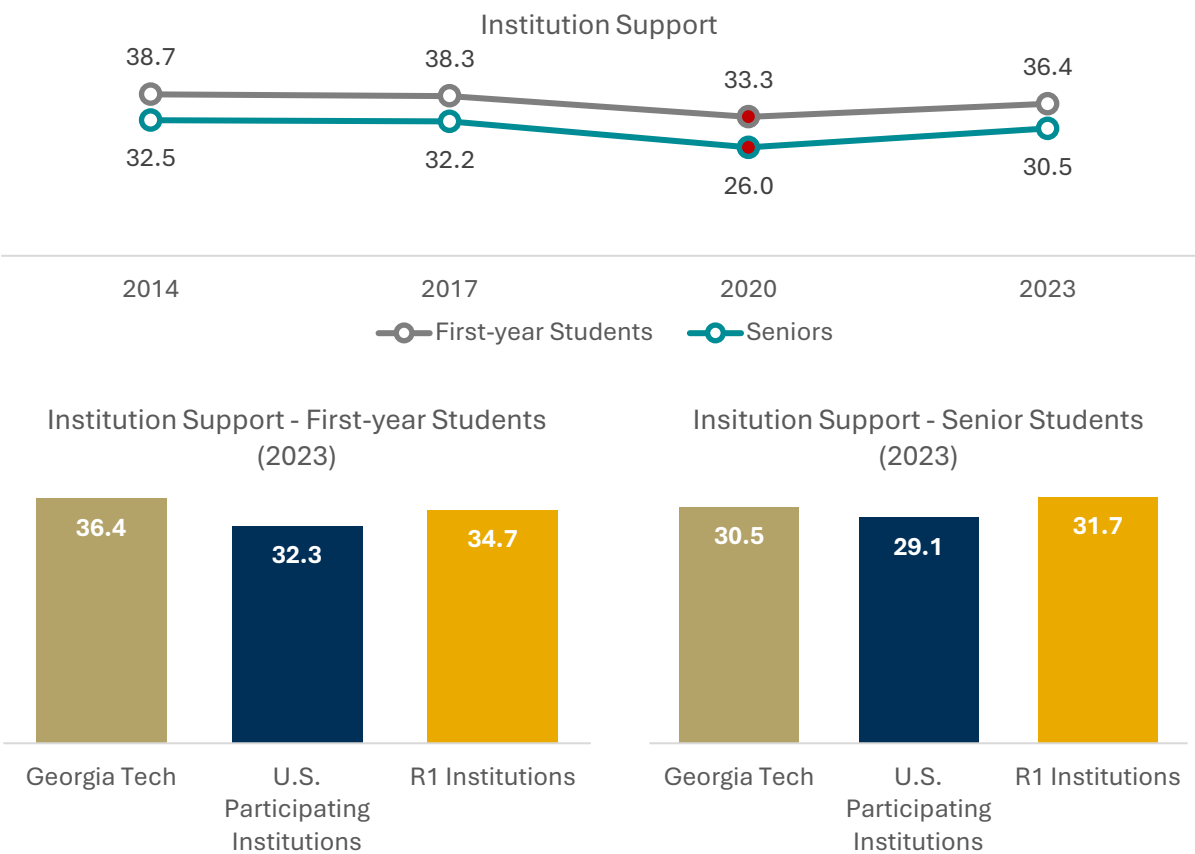


Supportive Environment

This engagement indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development. Although COVID-19 impacted students' perceptions of the level of support provided by Georgia Tech, the students' perceptions remained stable throughout the years.¹ As can be seen in the graphic below, first-year students hold a more favorable perception of the support offered by Georgia Tech compared to their senior counterparts. Students at Georgia Tech have a higher perception of Institute support when compared to the average perception of students at other NSSE participating U.S. universities.

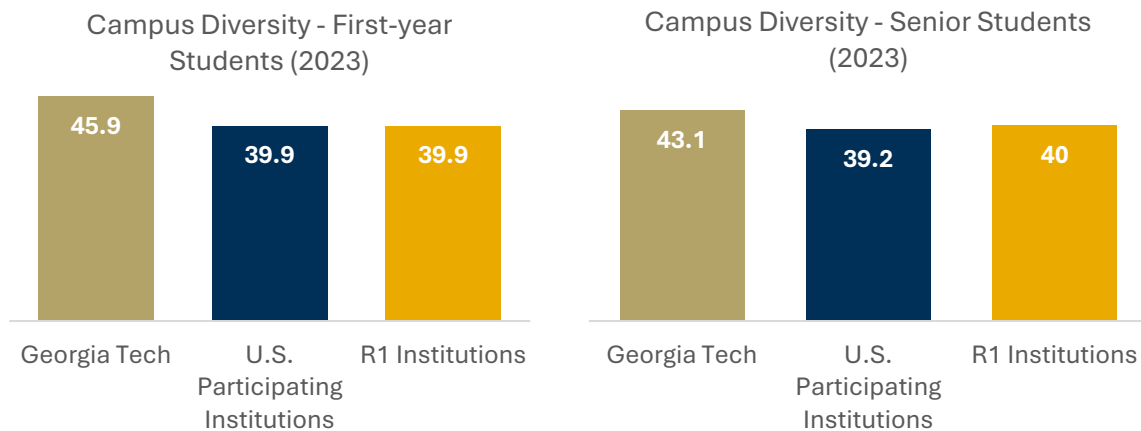
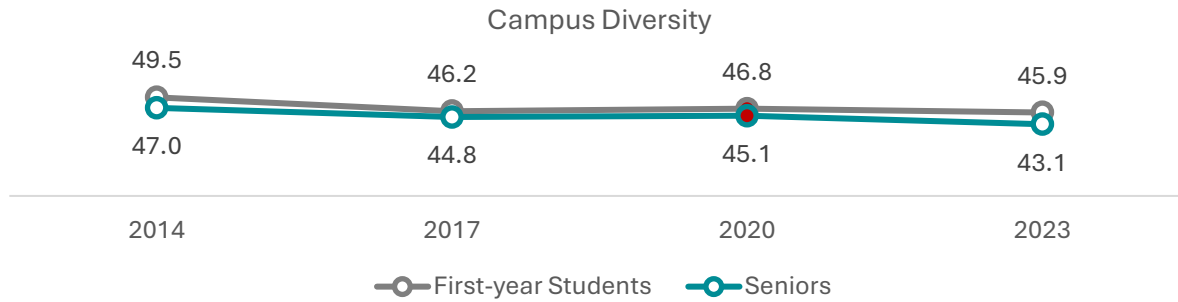
¹ Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus, a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of every item.

Chart 2. Institutional Support

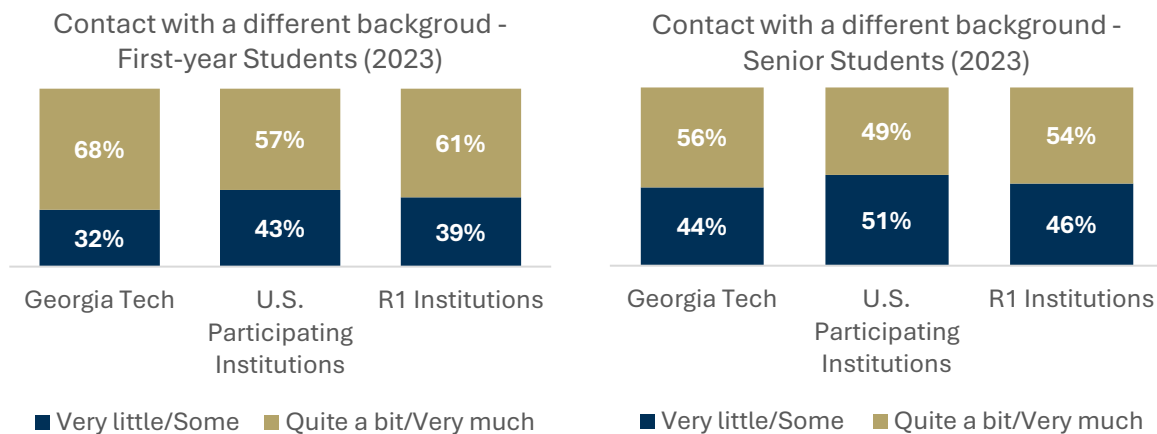


Diversity

Interactions across differences, both inside and outside the classroom, confer educational benefits and prepare students for participation in a diverse world. Georgia Tech students have a high diversity interaction, although the data indicate a slight decline over the years. Senior students interact less frequently with diverse peers than their first-year counterparts. Georgia Tech first-year and senior students engage in diversity interactions more regularly than students at participating U.S. and R1 institutions.

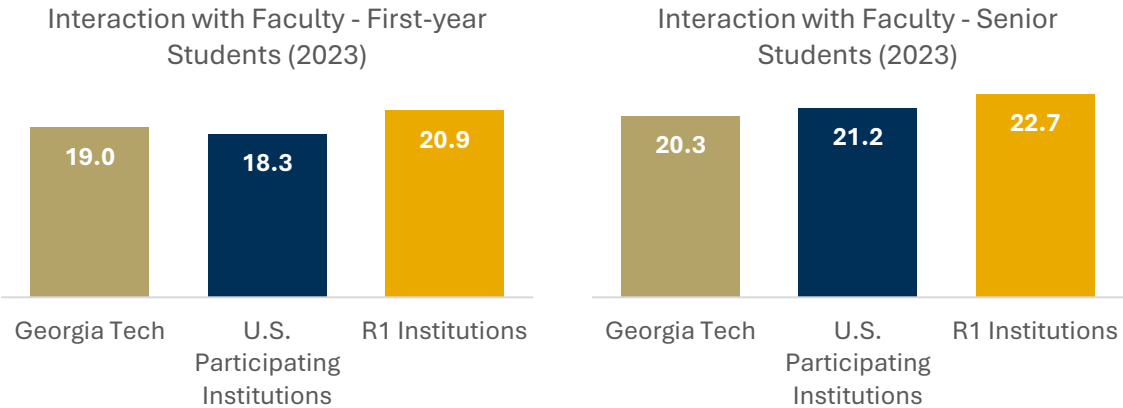
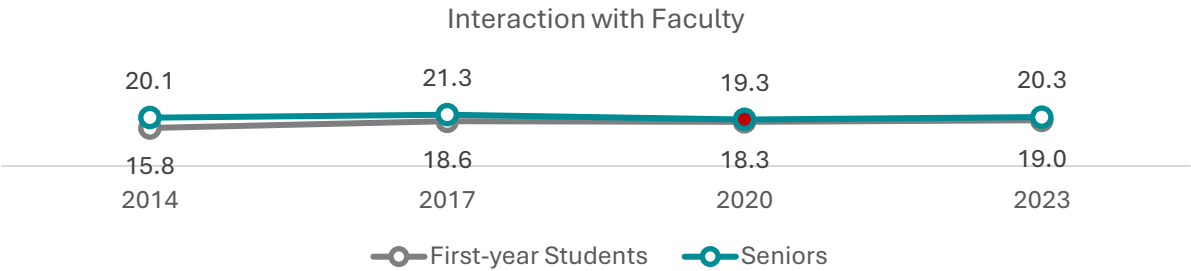


The study asked students to what extent the Institute encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.). In 2023, the majority of the Georgia Tech students declared that the Institute has been encouraging contact among students from different backgrounds: 68% of the first-year and 56% of the senior students. The survey results also indicate that Georgia Tech students, both first-year and senior, are more encouraged to contact students from different backgrounds compared with their peers from participating U.S. and R1 institutions.

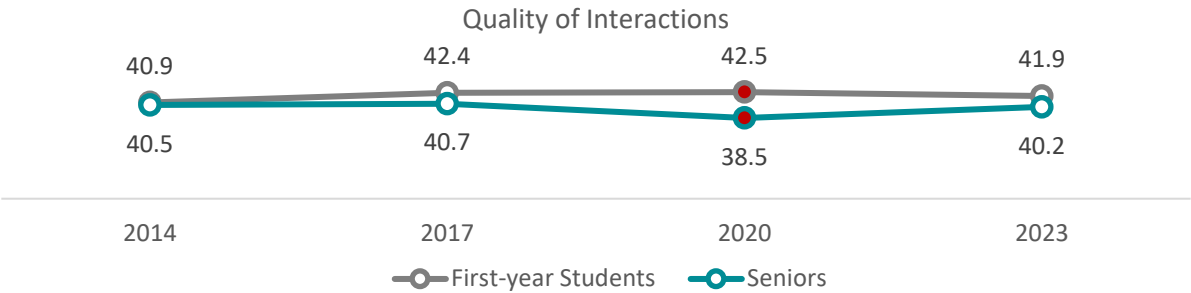


Student Interactions

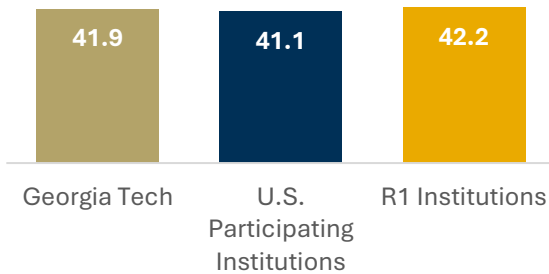
Interactions with faculty can positively influence college students' cognitive growth, development, and persistence. Over the years, the data indicate consistent interaction between Georgia Tech students and faculty members. Students from Georgia Tech have a low frequency of interactions with faculty, even compared to other institutions: first-year and senior students at Georgia Tech have interacted with faculty less frequently than their peers at R1 institutions.



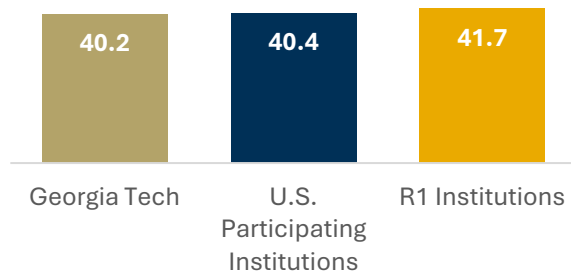
NSSE’s quality of interaction measure indicates whether positive interpersonal relations with peers, advisors, faculty, and staff characterize the institution's environment. Overtime, at Georgia Tech, the survey results show a consistently high quality of interactions.



Quality of Interactions - First-year Students (2023)



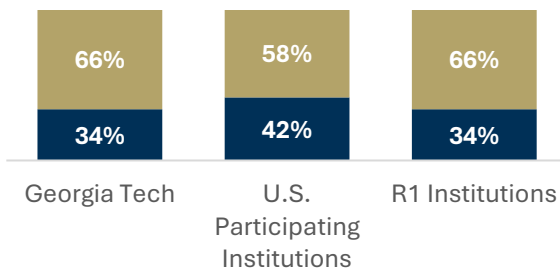
Quality of Interactions - Senior Students (2023)



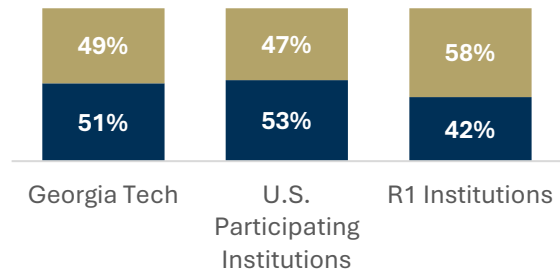
Student Well-Being

Two-thirds (66%) of first-year students at Georgia Tech think the Institute supports their well-being, a sentiment shared by almost half (49%) of the seniors. While first-year students at Georgia Tech feel more supported by the Institute compared with their peers at U.S. participating institutions, seniors feel less supported by the Institute compared with their peers at R1 institutions.

Institute Support - First-year Students (2023)



Institute Support - Senior Students (2023)

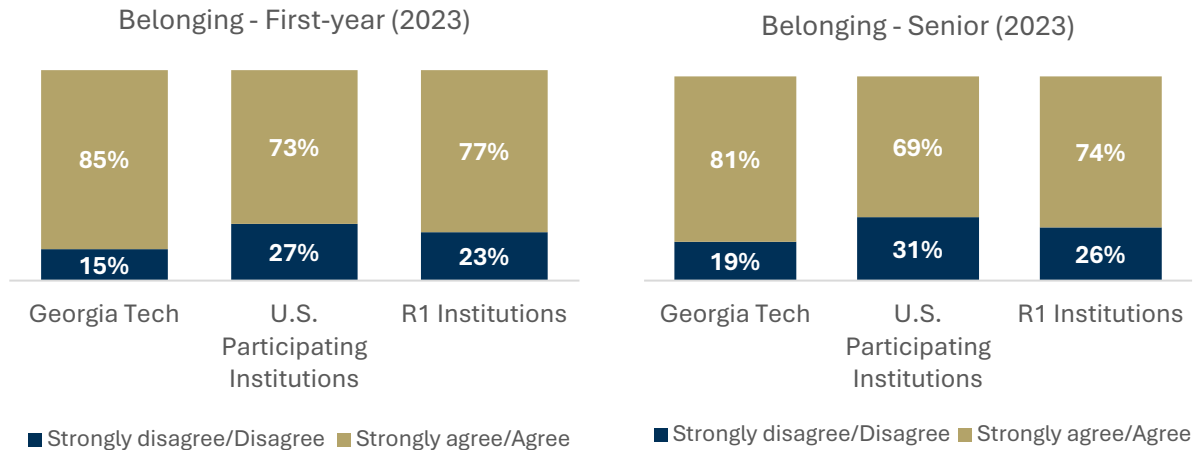


Very little/Some Quite a bit/Very much

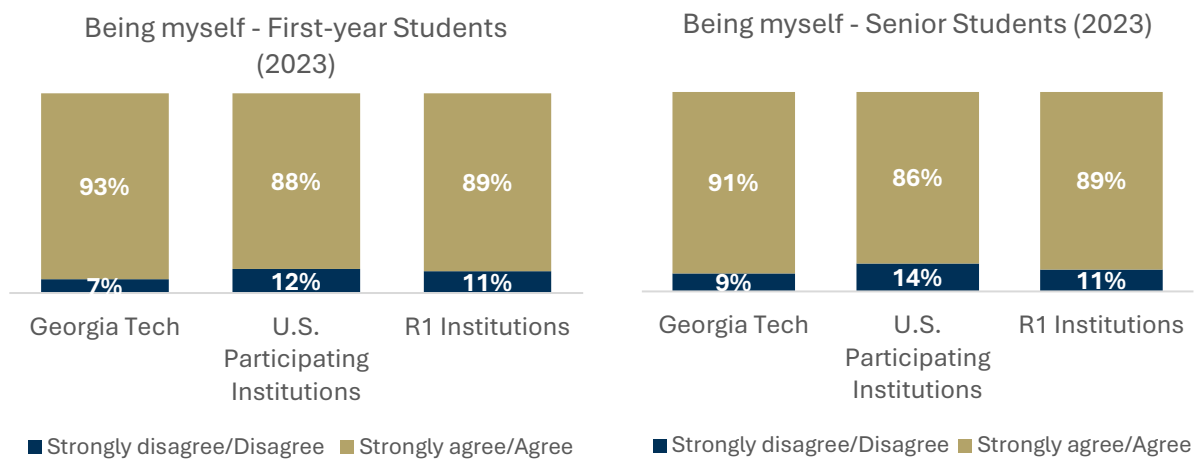
Very little/Some Quite a bit/Very much

College Community

Most Georgia Tech students feel part of the Institute community: 85% of the first-year and 81% of the senior students. Georgia Tech students (first-year and senior) feel more like part of the Institute community than their peers from U.S. participating and R1 institutions.



Georgia Tech students feel comfortable being themselves at the Institute: 93% of the first-year students and 91% of the senior students reported they feel comfortable being themselves on campus.

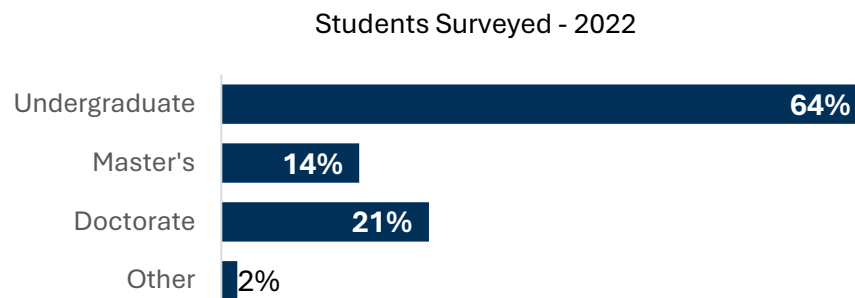


Limitations

The Indiana University School offers NSSE reports that compare Georgia Tech and national results by the two categories of students: first-year and senior students. The reports do not show any analysis by student demographics such as gender, race, or citizenship. Indiana University does not provide access to the survey's raw data. Without raw data, the ability to identify possible health disparities among different demographic groups of students is limited.

American College Health Association – National College Health Assessment (ACHA-NCHA III)

The ACHA-National College Health Assessment (NCHA) III is a nationally recognized research survey that collects data about students' health habits, behaviors, and perceptions. ACHA launched the original ACHA-NCHA in 2000, and it has been used by national institutions of higher education ever since. We have access to the 2020 and 2022 ACHA-NCHA Georgia Tech survey reports and the 2022 Georgia Tech survey raw data.



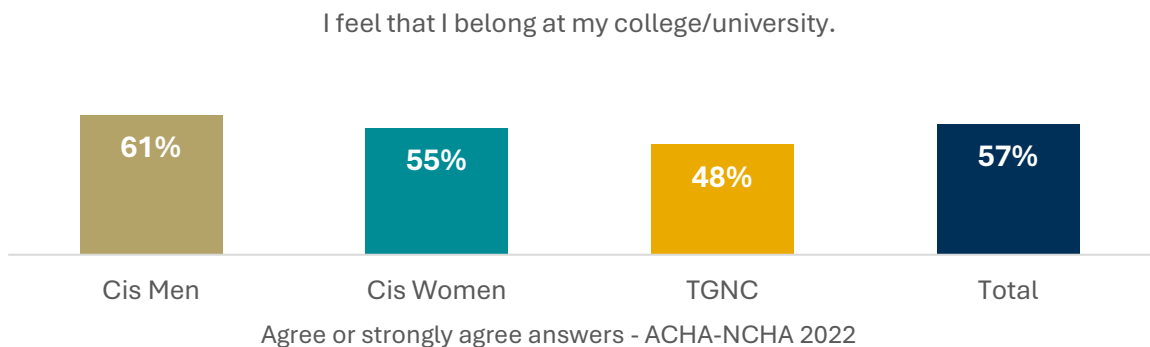
The ACHA-NCHA data shows that students' overall health and mental health issues are significantly different depending on the students' gender. Cis women and transgender and gender-nonconforming (TGNC)² students have typically faced more health issues compared with their cis-men peers³.

Belonging

² Transgender and Gender-Nonconforming (TGNC) is a term that encompasses a wide range of gender identities and expressions that do not conform to traditional societal expectations. Transgender refers to individuals whose gender identity differs from the sex they were assigned at birth. Gender-Nonconforming (GNC) refers to people whose gender expression does not fit within the traditional expectations of masculinity or femininity. This can include nonbinary, genderqueer, genderfluid, and agender.

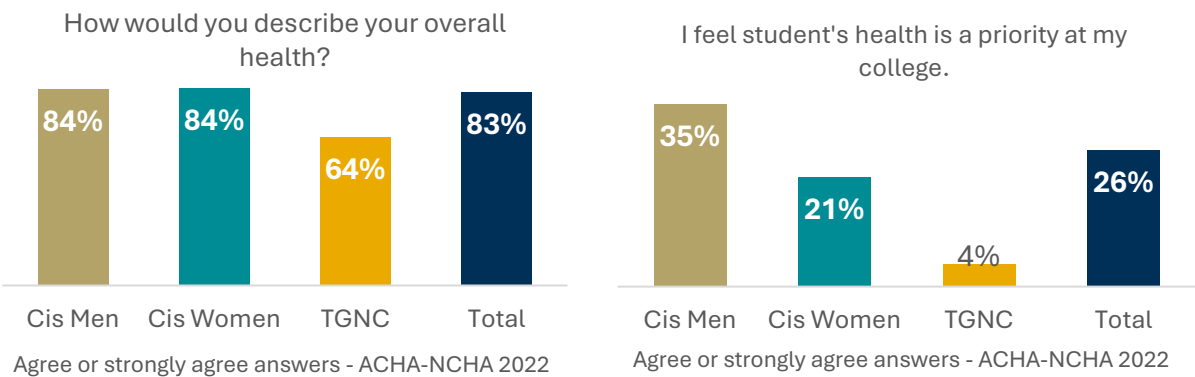
³ According with ACHA-NCHA, Survey results are reported by sex based on the responses to questions 67A, 67B, and 67C. The responses to these questions are used to create a new variable called RSEX. RSEX is used for organizing results in the ACHA-NCHA report documents. Respondents are reported as cis men or cis women only when their responses to 67A, 67B, and 67C are consistent with one another. If gender identity is consistent with sex at birth AND "no" is selected for transgender, then respondents are designated as either cis men or cis women in RSEX. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as transgender/gender non-conforming in RSEX. A respondent that selects "intersex" for sex at birth, "no" for transgender, and man or woman for gender identity are designated as cis men or cis women in RSEX. A respondent that selects "intersex" for sex at birth, "yes" for transgender, or selects a gender identity other than man or woman are designated as transgender/gender non-conforming in RSEX. A respondent that selects "another identity" on 67C is designated missing in RSEX. A respondent that skips any of the three questions is designated as missing in RSEX. Totals displayed in this report include missing responses. Please see the ACHA-NCHA III survey codebook for more information about how data on sex and gender are coded.

Most Georgia Tech students (57%) feel they belong to the Institute. However, this feeling varies according to gender: 61% of cis men, 55% of cis women, and 48% of TGNC students feel they belong to the Institute



Overall Health

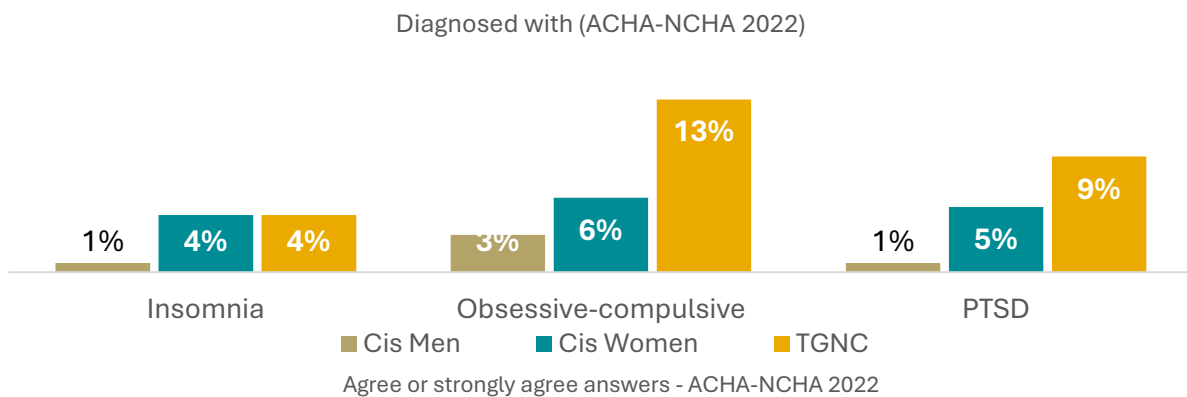
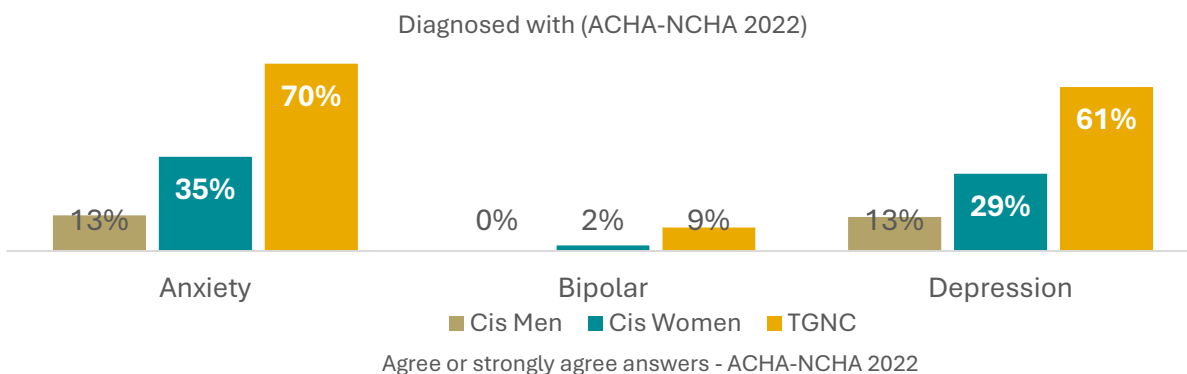
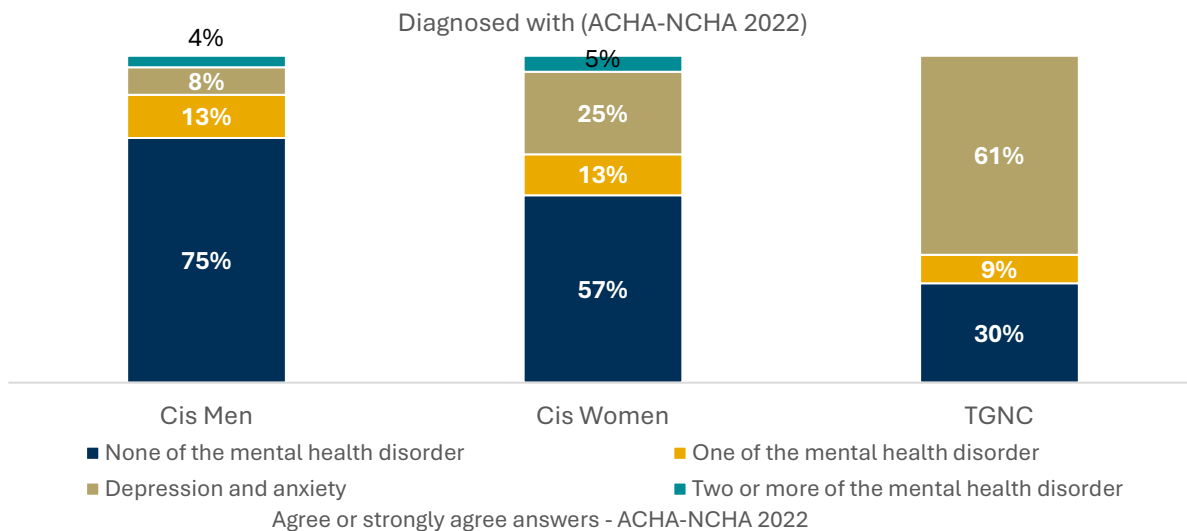
Eight three of all Georgia Tech students participating in the ACHA-NCHA survey describe their overall health as good, very good, or excellent. However, there is a significant difference regarding the health perception among men, women and transgender students. While 84% of the cis men and cis women have a positive perception of their health, 64% of the TGNC students would describe their overall health as good, very good, or excellent. The perception about the Institute priority also shows disparities among gender groups: while 35% of the cis men and 21% of the cis women think that students’ health is a priority to Georgia Tech, just 4% of the TGNC students have the same perception.



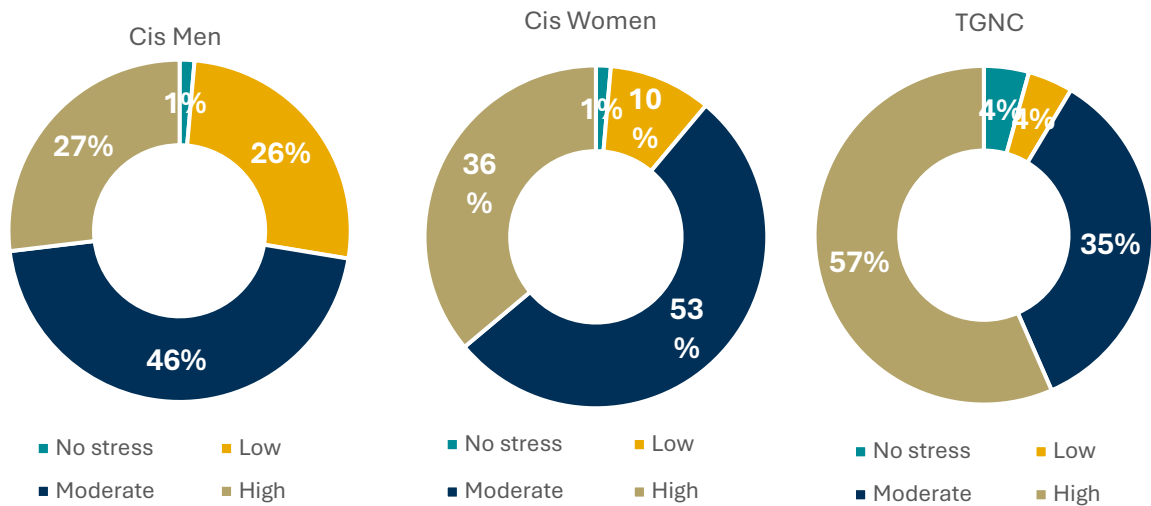
Mental Health Disorders

The data show a significant mental health inequality regarding students’ gender. A higher percentage of TGNC students at Georgia Tech were diagnosed with mental health disorders compared to their male and female peers: 70% of TGNC, 43% of cis women, and 25% of cis men were diagnosed with a mental health disorder. Depression and anxiety are the two most common mental health disorders

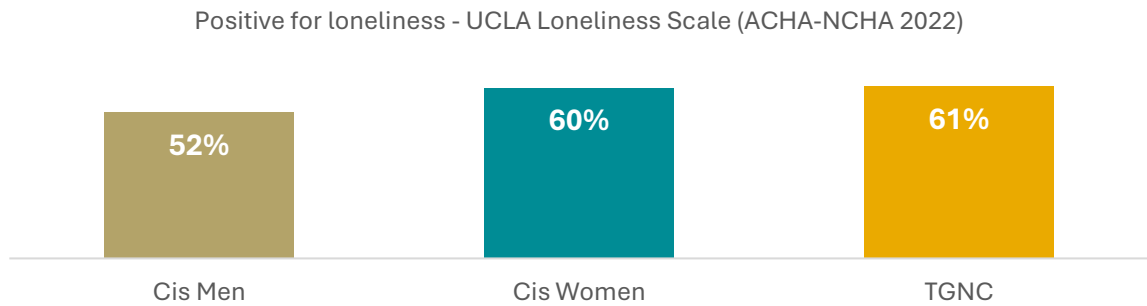
diagnosed among Georgia Tech students and the mental health disorders with the most significant gender disparities among students. Seventy percent of transgender students, 35% of cis women, and 13% of cis men were diagnosed with anxiety. Sixty-one percent of TGNC students, 29% of cis women, and 13% of cis men were diagnosed with depression.



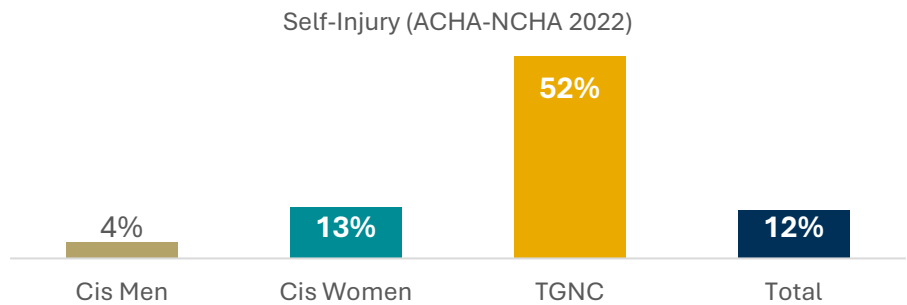
A third of the students at Georgia Tech rated their stress level as high. TGNC respondents are the group of students with the highest level of reported stress: 57% of the TGNC, 36% of the cis women, and 27% of the cis men have a high level of stress.



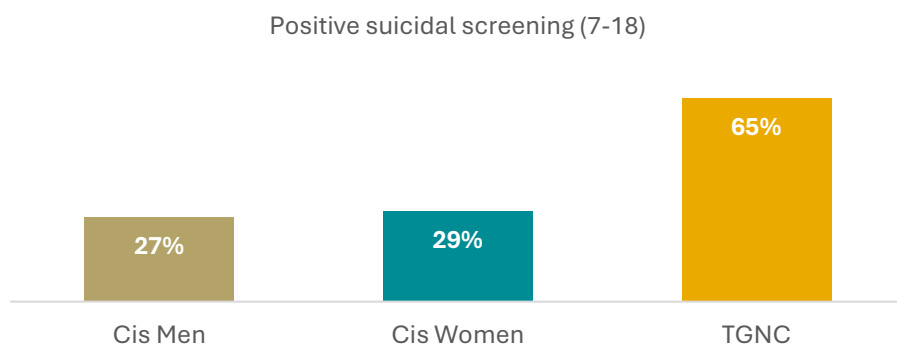
Cis men students at Georgia Tech feel less alone than their cis women and TGNC counterparts.



Twelve percent of the Georgia Tech students indicated they intentionally cut, burned, bruised, or otherwise injured themselves within the 12 months before taking the survey. The percentage of students that injured themselves significantly varies among genders: 52% of TGNC students, 13% of cis women, and 4% of cis men injured themselves.

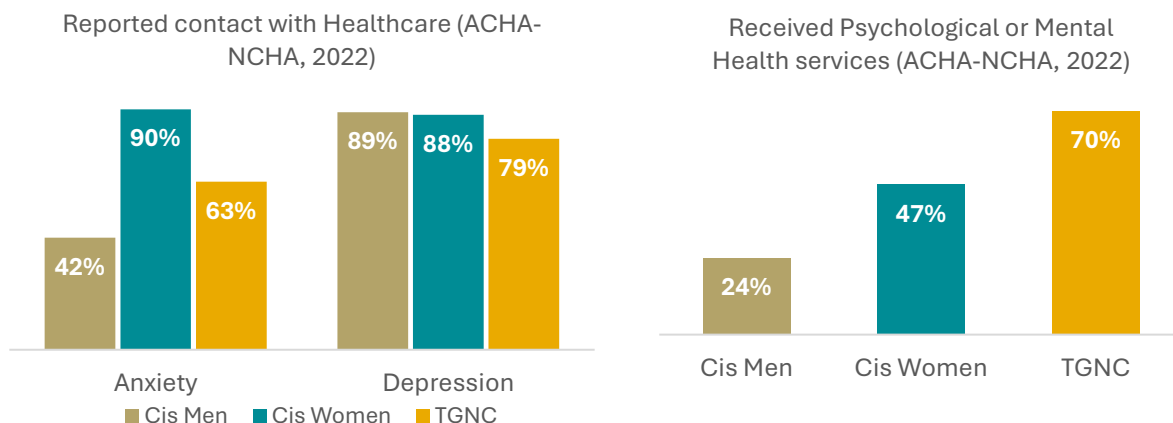


According to the Suicide Behavior Questionnaire-Revised (SBQR) Screening Score⁴, 30% of the Georgia Tech students interviewed have a significant risk of suicidal behavior (total score of 7 or higher). TGNC students are more likely to have a potential suicidal behavior (65% of the TGNC students interviewed) compared with their cis men and cis women peers (27% and 29%, respectively).



Professional Help

Within the previous 12 months of the survey, 38% of the students at Georgia Tech received psychological or mental health services: 70% of the TGNC, 47% of the cis women, and 24% of the cis men students. Of the students diagnosed with anxiety, 74% reported contact with a healthcare or mental health professional. For those diagnosed with depression, 86% sought medical support. A higher percentage of cis women diagnosed with anxiety sought medical support (90%) compared with cis men (42%) and TGNC students (63%).

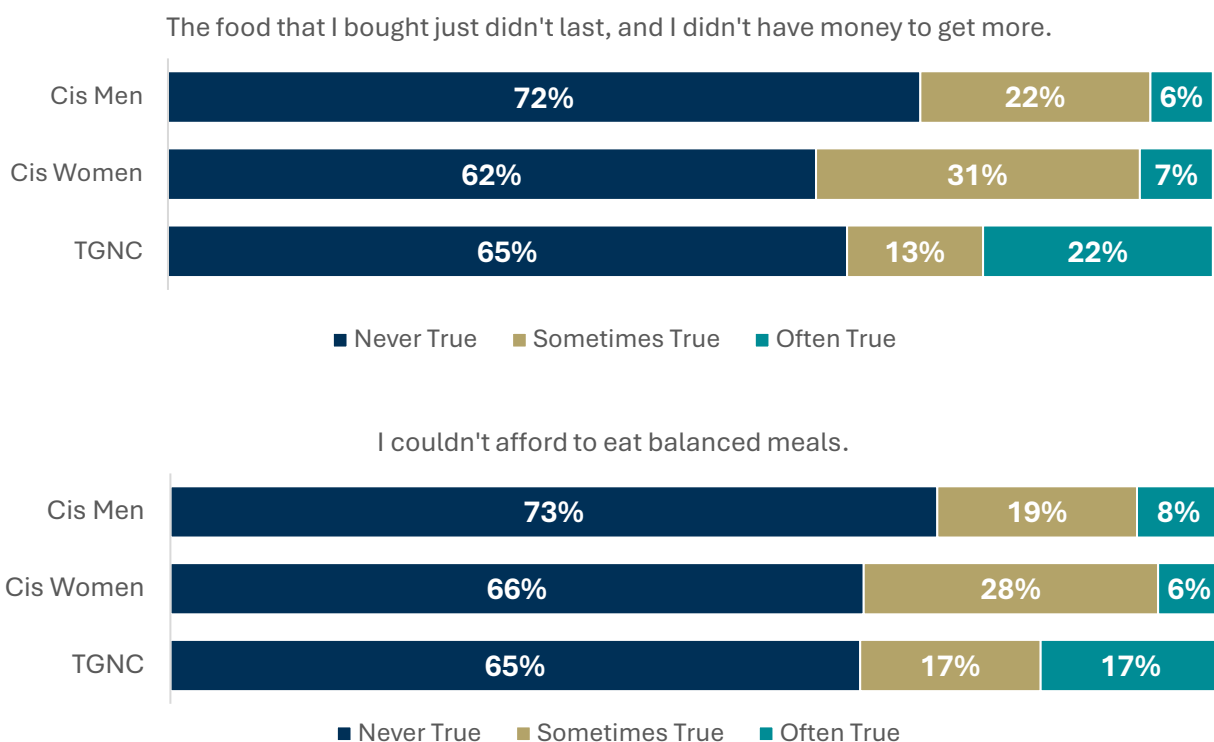


⁴ The Suicide Behaviors Questionnaire-Revised (SBQ-R) is a self-report questionnaire designed to assess suicidal behavior and ideation. The SBQ-R consists of four items that measure various aspects of suicidal behavior and ideation, including lifetime suicide ideation and attempts, frequency of suicidal thoughts, likelihood of future suicide attempts, and the level of perceived control over future suicidal behavior.

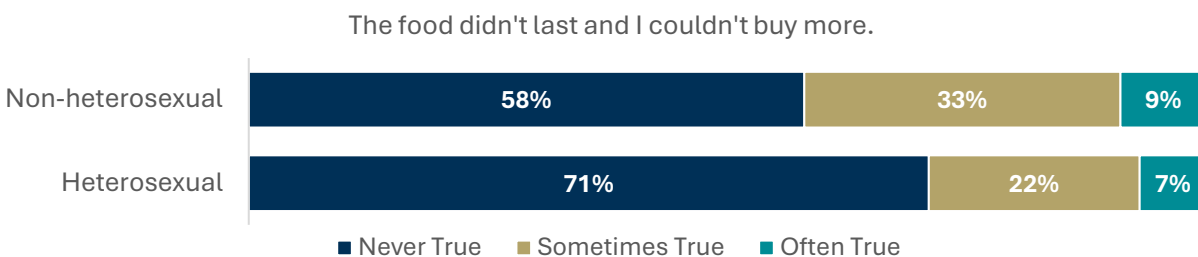
Food Insecurity and Financial Issues

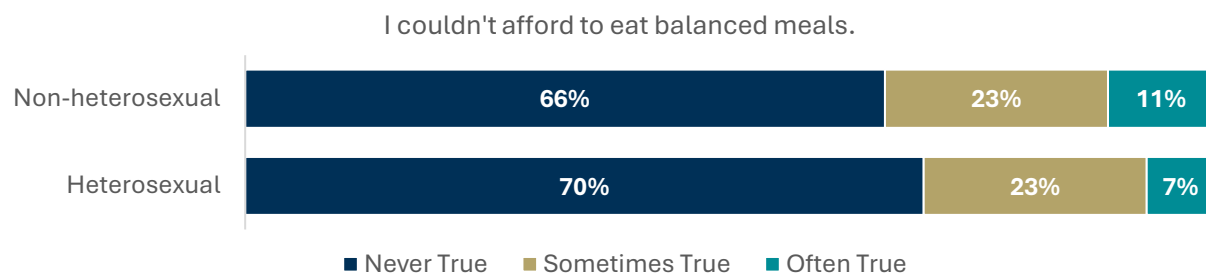
A significant number of students at Georgia Tech face food insecurity and financial challenges. The proportion varies by demographic groups such as gender, sexual orientation, race, citizenship, and class year.

The food insecurity analysis by gender indicates that TGNC students at Georgia Tech are more vulnerable regarding their food insecurity status compared to their cis men and cis women counterparts. Georgia Tech cis women and TGNC students face difficulties more frequently than cis males in purchasing sufficient food and, due to insufficient funds, affording balanced meals.

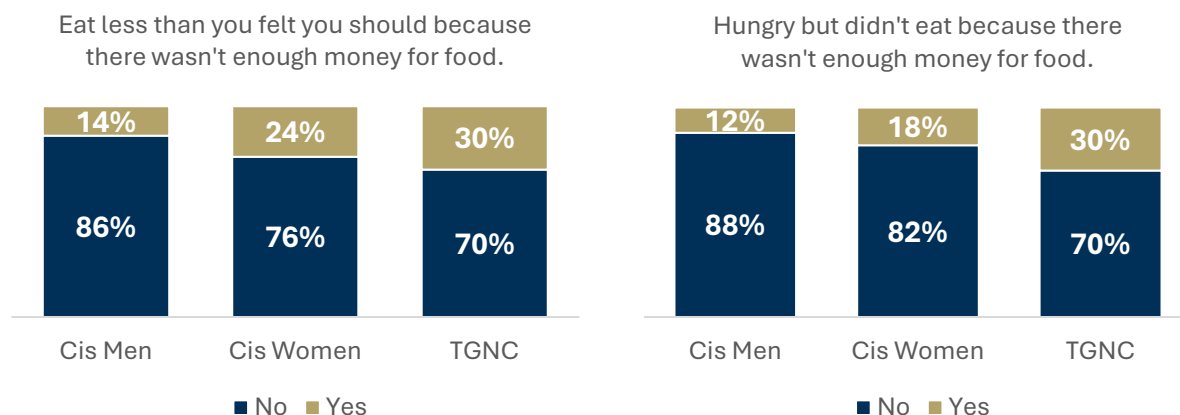
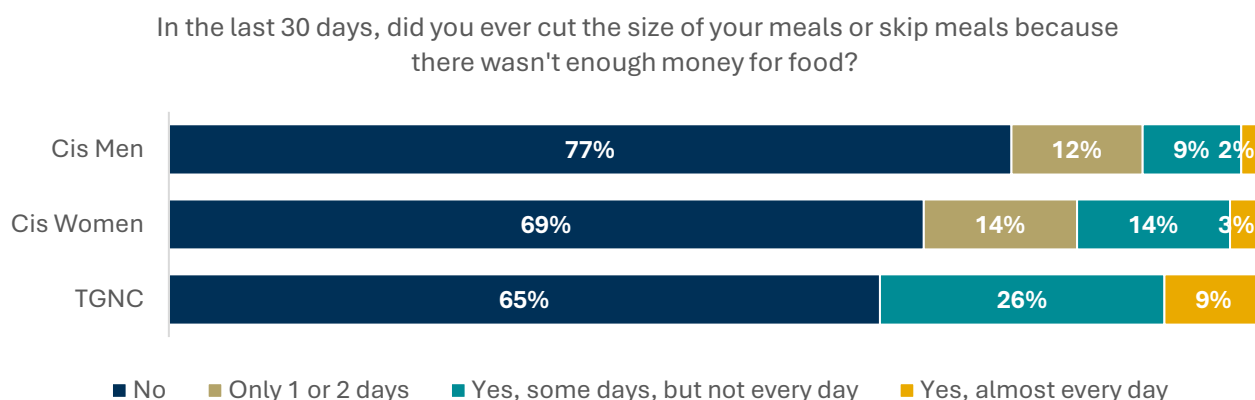


The analysis by sexual orientation shows that non-heterosexual students at Georgia Tech are more vulnerable to food insecurity than their heterosexual counterparts. A higher percentage of non-heterosexual students lack the financial means to purchase additional food when supplies are low or afford nutritionally balanced meals compared to their heterosexual counterparts.

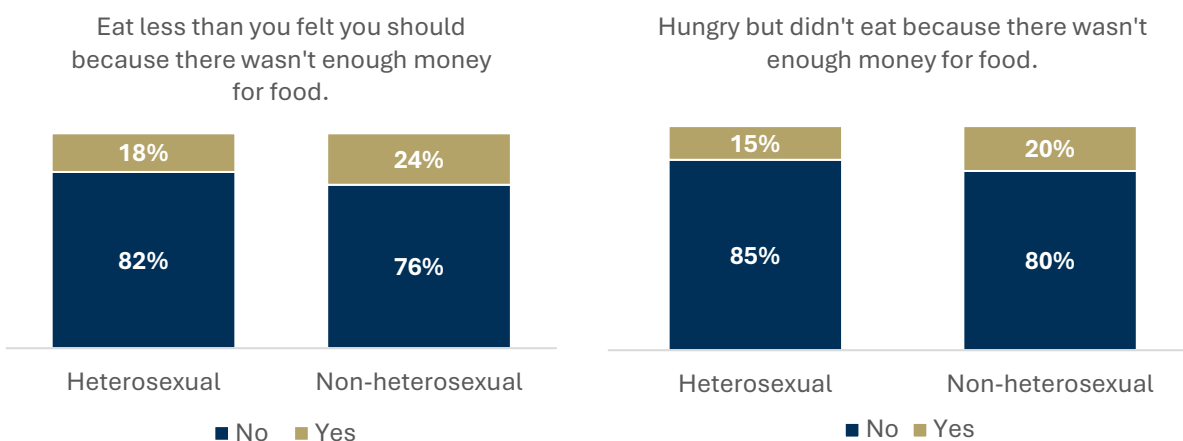
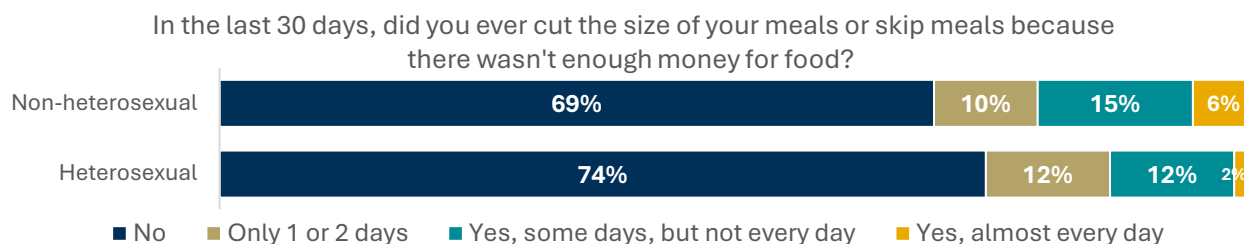




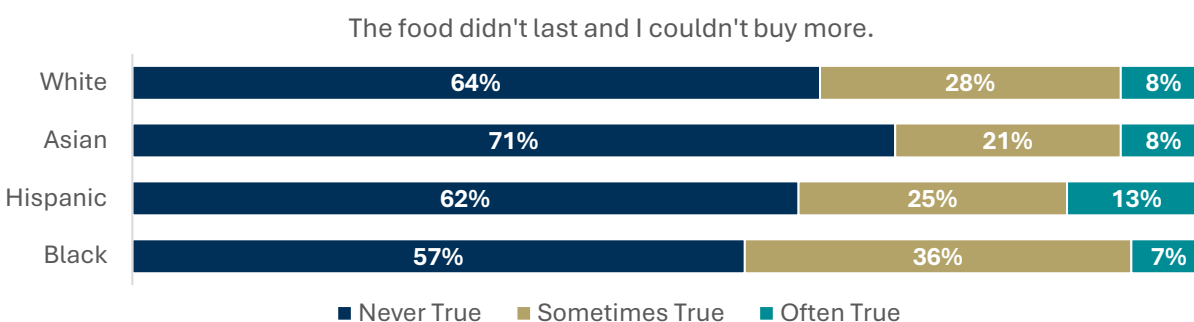
Compared to their cis men and cis women counterparts, TGNC students at Georgia Tech more frequently reduce their meal sizes, skip meals, or eat less than they feel they should due to insufficient funds. A third of TGNC and nearly one in five cis female students at Georgia Tech were not able to buy food when needed. TGNC students are more likely not to have the money to buy food when needed compared with their cis women and cis men counterparts.

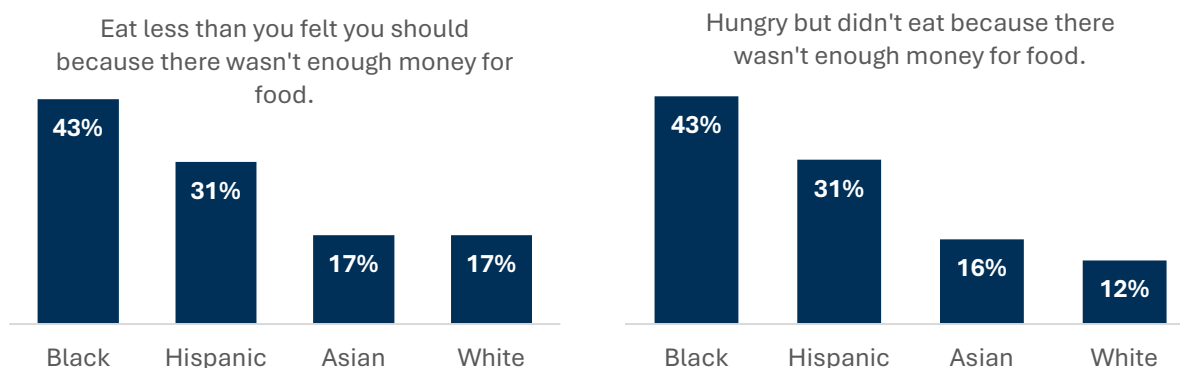
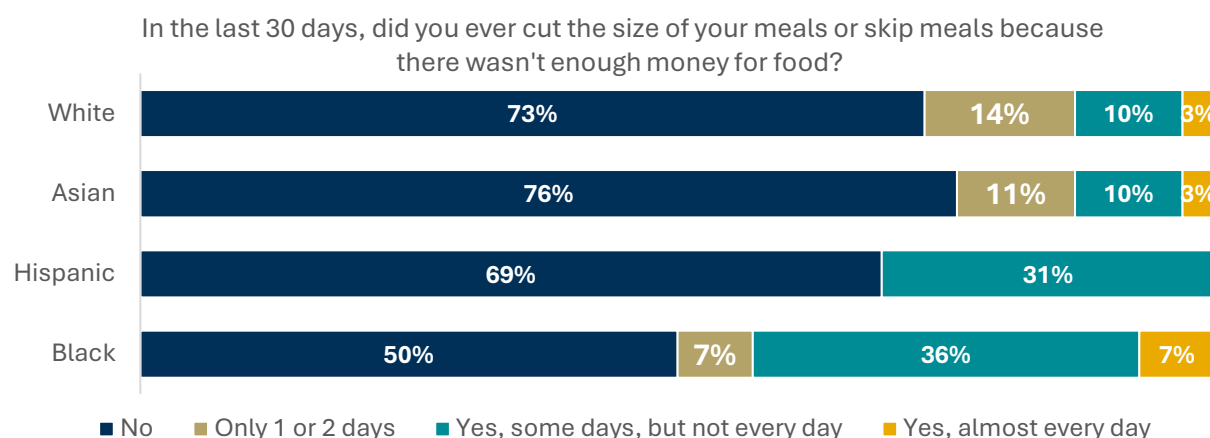
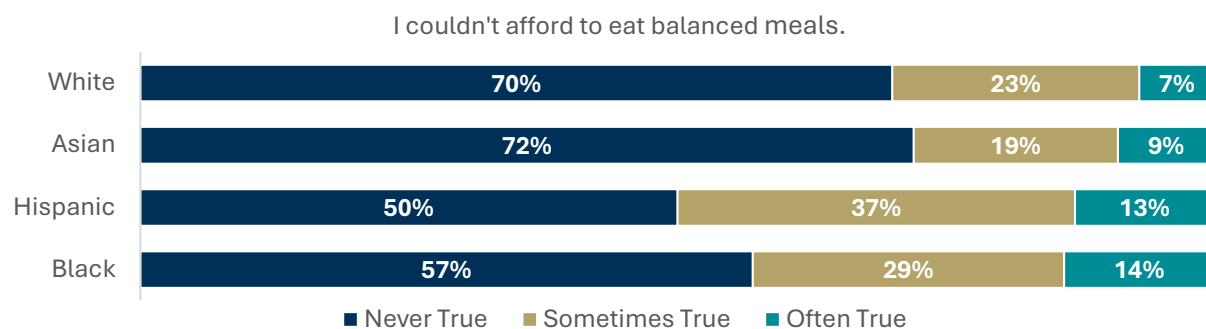


Non-heterosexual students at Georgia Tech are more likely to skip meals or eat less due to financial constraints compared to their heterosexual peers.

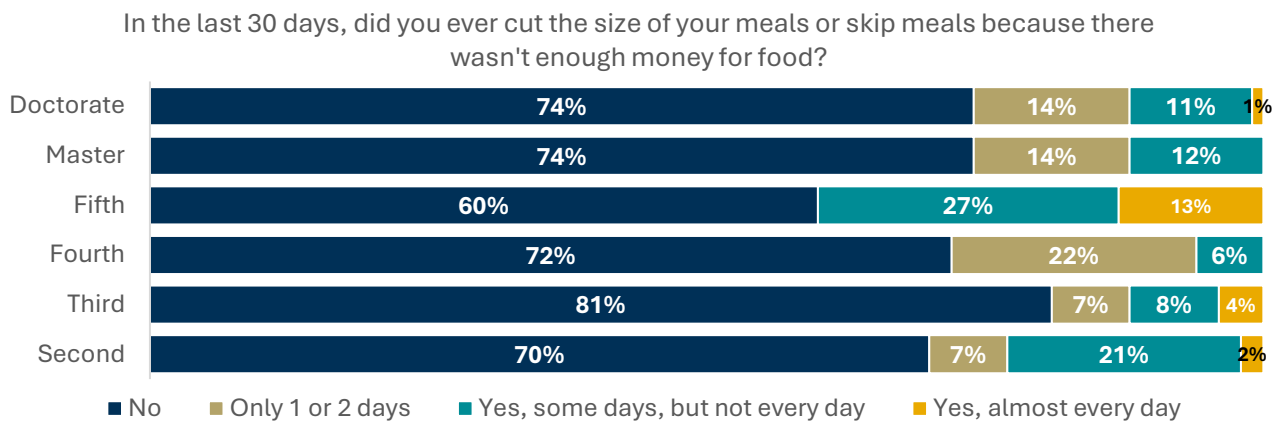
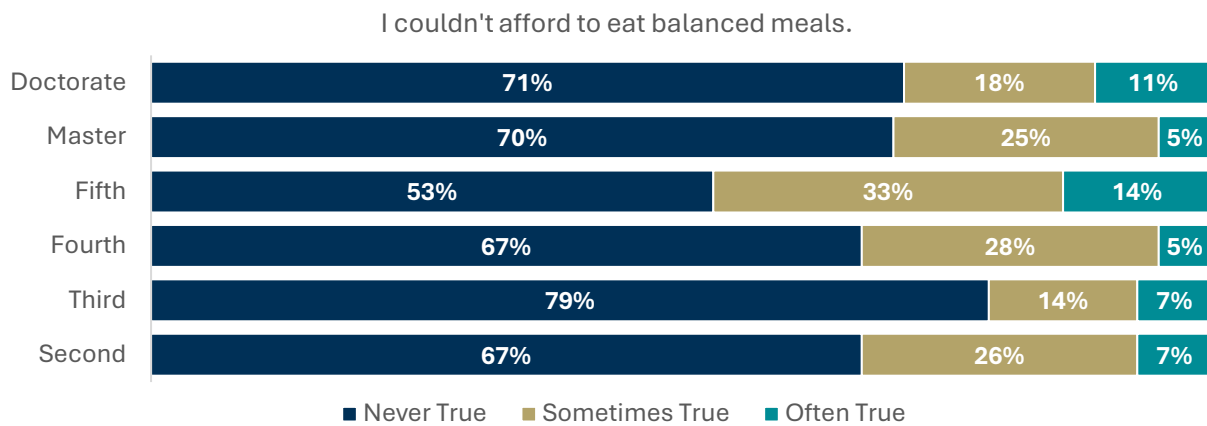
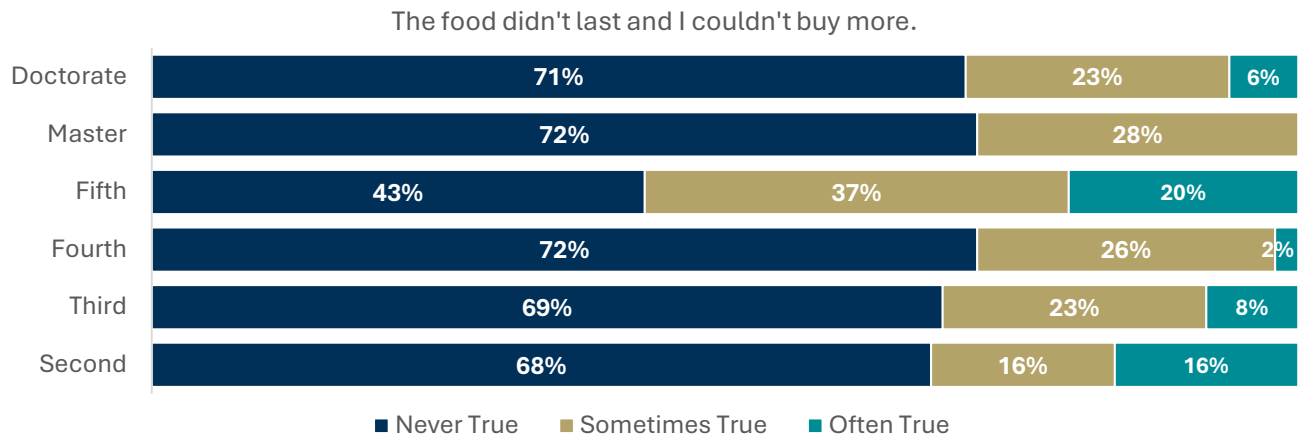


Black and Hispanic students at Georgia Tech are more vulnerable to food insecurity compared to their White and Asian counterparts: 50% of the Black students had skipped meals because they did not have enough money for food; 43% of the Black and 31% of the Hispanic students eat less than they felt they should due to a lack of financial resources. Asian students have the lowest probability of facing food insecurity.

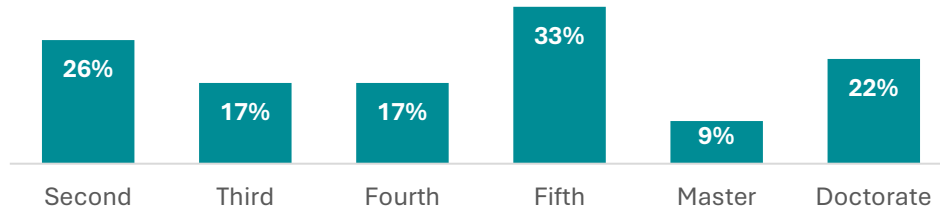




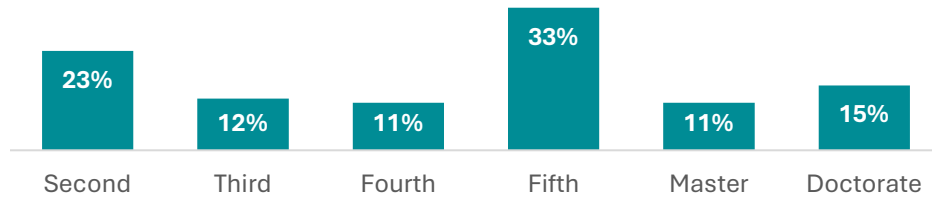
Undergraduate students in their 5th year of at GT face more food insecurity compared to their undergraduate and post-graduate peers. They face greater challenges in replenishing their food supplies and consuming balanced diets.



Eat less than you felt you should because there wasn't enough money for food.

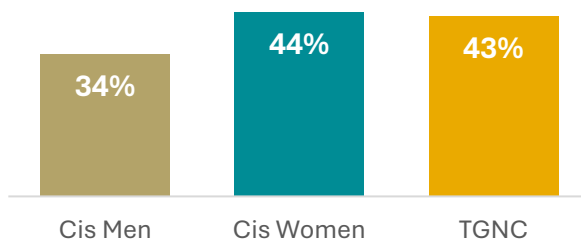


Hungry but didn't eat because there wasn't enough money for food.

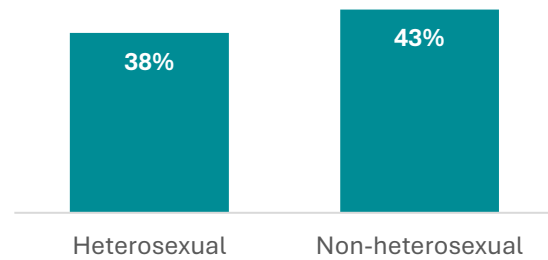


The data shows that financial insecurity varies by demographic groups. Cis women and TGNC students at Georgia Tech are more likely to have financial concerns compared with their cis men peers. Non-heterosexual students at Georgia Tech are more likely to have financial concerns compared with their heterosexual peers. Black and Hispanic students at Georgia Tech are the most vulnerable to financial concerns. Students in the 5th year are more likely to face financial challenges than their peers.

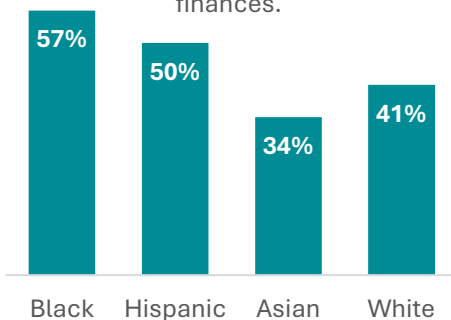
Have had problems with finances.



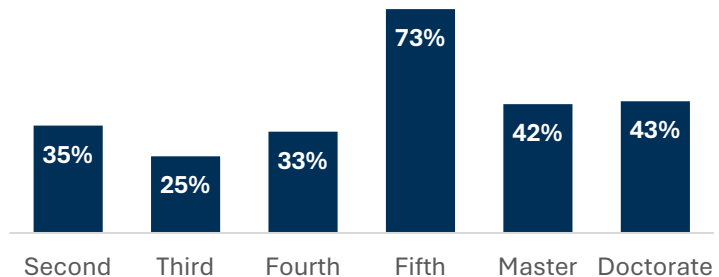
Have had problems with finances.



Have had problems with finances.



Have had problems with finances.

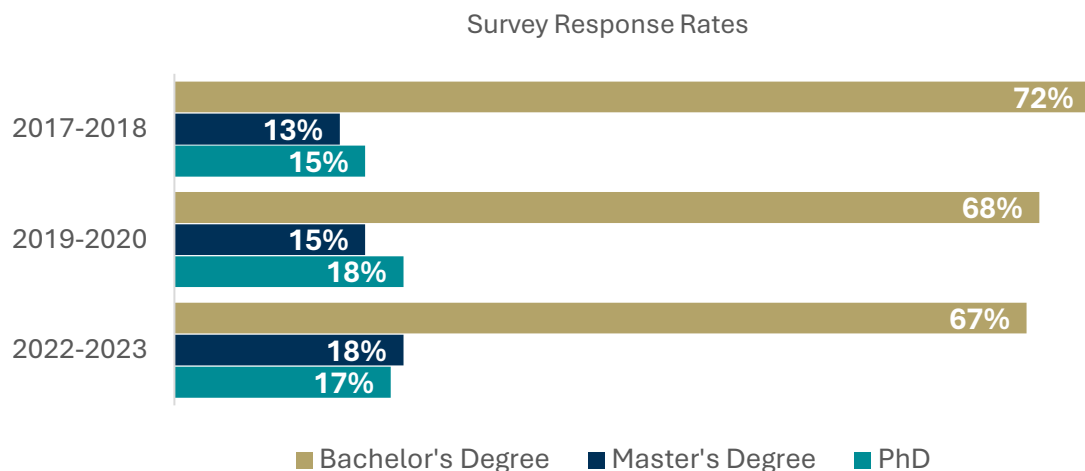


Limitations

ACHA-NCHA has three versions of the survey and does not recommend comparing trends between versions of the study. According to the report: “Directly comparing data points between the Original ACHA-NCHA, the ACHA-NCHA II, and the ACHA-NCHA III can lead to an erroneous conclusion and is not recommended.” The impossibility of comparing versions has implications for our ability to conduct historical analyses. The sample does not reflect the Georgia Tech community’s demographic profile, and there is no indication in the report that any adjustments were made to the original data to adjust the sample. This sample issue impedes our ability to analyze the results by the different demographic groups.

The Healthy Minds Study

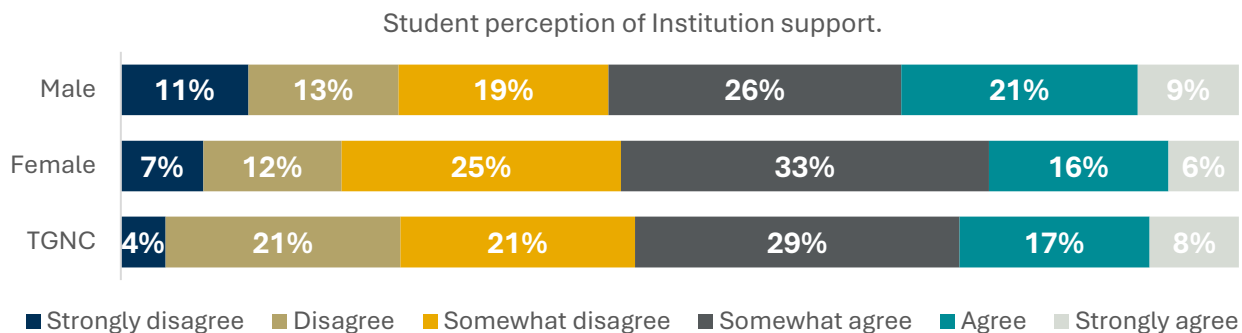
The Healthy Minds Study (HMS) examines mental health, service utilization, and related issues among undergraduate and graduate students. The study provides a detailed picture of mental health and associated problems in college student populations. The University of Michigan conducts the survey, and the Student Engagement and Well-being cabinet area, through the Office of Research and Assessment, coordinates the administration. We have access to the Georgia Tech survey results for 2017-2018, 2019-2020, and 2022-2023. We also have access to Georgia Tech’s and the general survey’s raw data. The results presented in this report are from the most recent survey, The Healthy Minds Study, 2022-2023. The study yielded 730 student respondents.



Institution Support

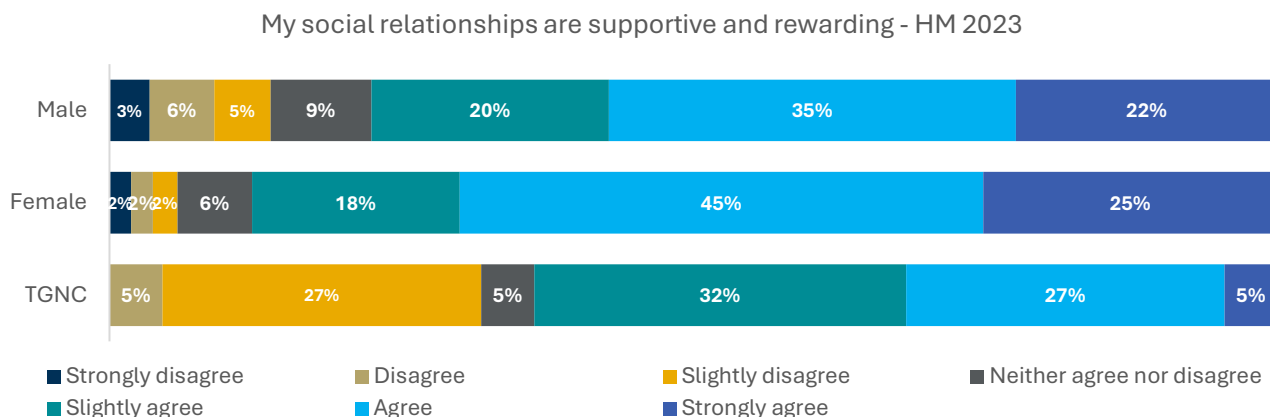
Students were asked if they feel that Georgia Tech prioritizes students' mental and emotional well-being. Fifty-six percent of the students at Georgia Tech agree with this statement (strongly agree,

agree, somewhat agree). In the chart below, you can see the perception of support by gender identity⁵.



Relationships

Seventy-six percent of the students at Georgia Tech agree (strongly agree, agree, slightly agree) that their social relationships are supportive and rewarding. This perception of their relationships varies significantly by gender identity: 64% of the TGNC students, 88% of the female students, and 78% of the male students agree that they have a supportive and rewarding social relationship.

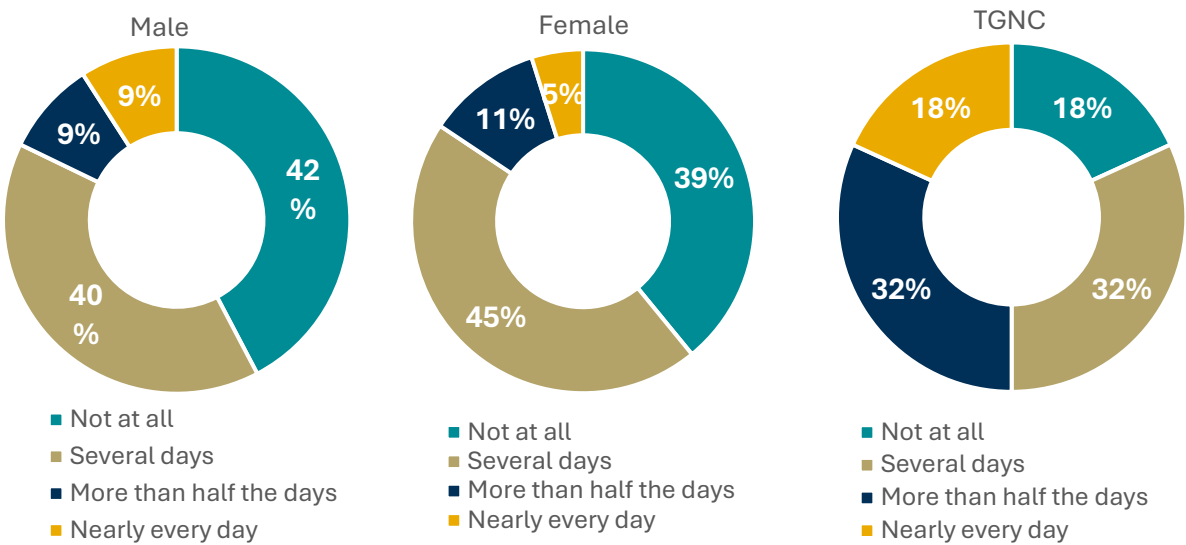


⁵ The Healthy Minds Network reports survey show gender results based on three categories: woman, man, and other gender identity. The other gender identity category encompasses transgender women, transgender men, genderqueer/gender nonconforming, gender non-binary, and self-identified genders. The specific survey question regarding gender identity is: “What is your gender identity? (select all that apply).” The response options are male, female, trans male/trans man, trans female/trans woman, genderqueer/gender non-conforming, self-identified, gender non-binary, and prefer not to respond. In this report, instead of using “other gender identity” to represent all identities different from male and female, we chose to use the category Transgender and Gender-Nonconforming (TGNC) because it more accurately represents these identities.

Mental Health

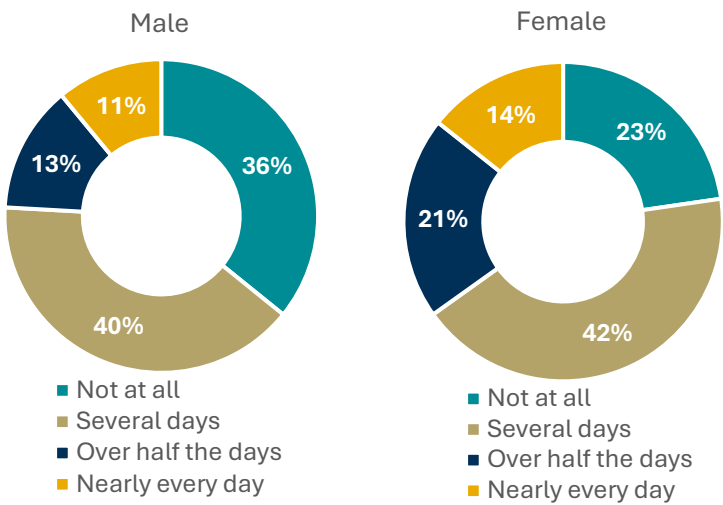
TGNC students feel more frequently depressed than their female and male counterparts (several days, over half the days, nearly every day): 82% of the TGNC, 61% of the female, and 58% of the male students have felt depressed in the 12 months before the survey.

Question: Over the last 12 months, how often have you felt down, depressed, or hopeless?



TGNC students at Georgia Tech are more likely to be anxious or on edge than their female and male counterparts (several days, over half the days, nearly every day): 82% of the TGNC, 77% of the female, and 64% of the male students felt nervous, anxious, or on edge in the 12 months before the survey.

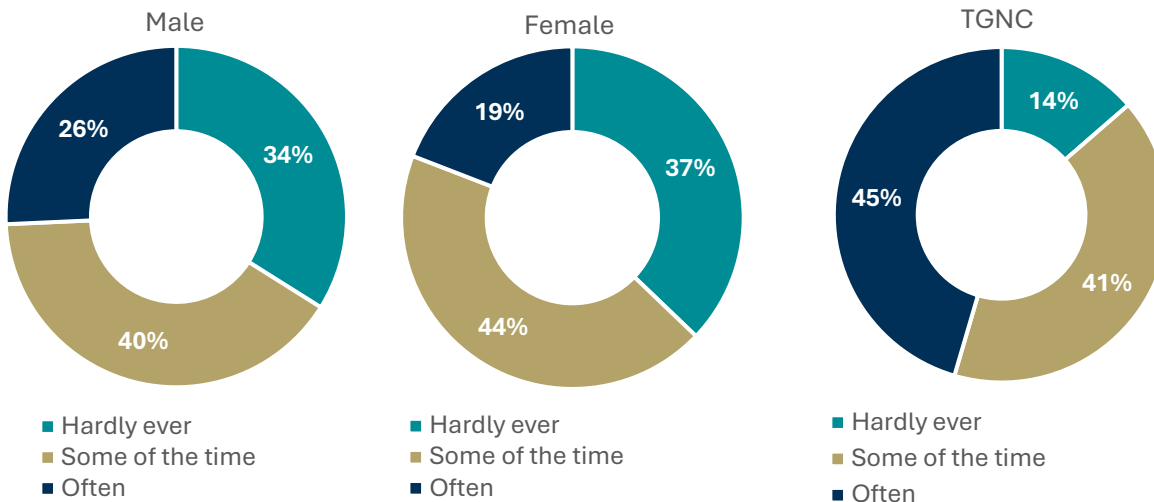
Question: Over the last 12 months, how often have you felt nervous, anxious, or on edge?



Thirty percent of the students at Georgia Tech who answered the survey often feel isolated from others. TGNC students feel more frequently isolated from others than their female and male peers:

45% of the TGNC students, 19% of the female students, and 26% of the male students often feel isolated from others.

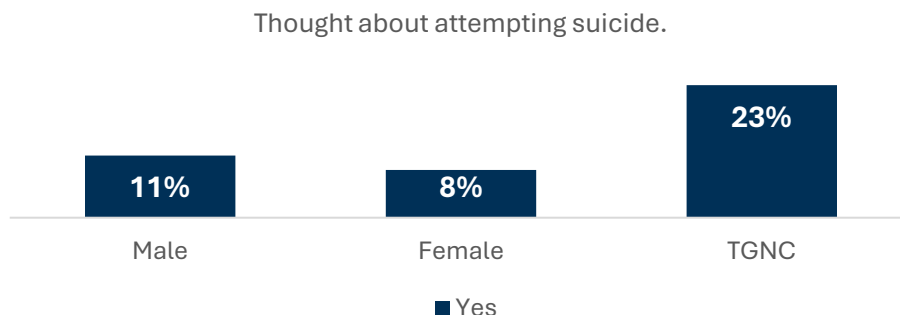
Question: How often do you feel isolated from others?



Attempting Suicide

According to the data, 14% of the students at Georgia Tech who answered the survey seriously thought about suicide in the year before the survey. TGNC students are more than twice as likely to have suicidal thoughts compared with their female and male peers: 23% of the TGNC students, 11% of the male students, and 8% of the female students thought seriously about attempting suicide in the year before the survey.

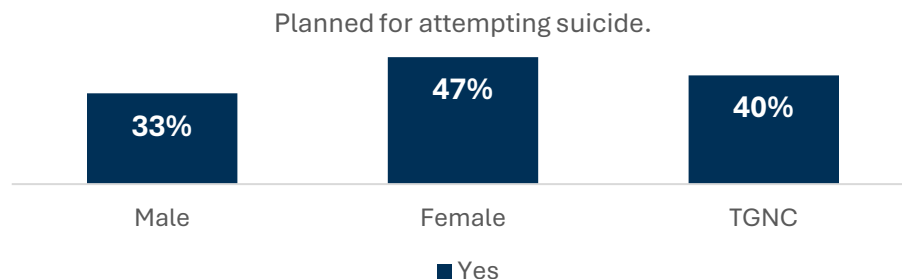
Question: In the past year, did you ever seriously think about attempting suicide?



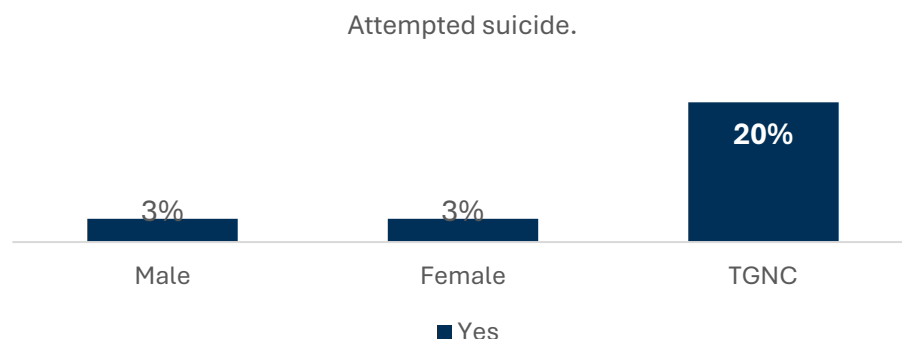
To those who answered yes to suicidal thoughts, the survey asked if they had planned to attempt suicide. Among those who thought about attempting suicide in the past year, 40% had made plans to commit suicide. Female students are more likely to make plans than their TGNC and male

counterparts. However, among those who make plans, TGNC students are significantly more likely to attempt suicide than their female and male peers.

Question: In the past year, did you plan to attempt suicide? (just students who thought about attempting suicide in the year before the survey)



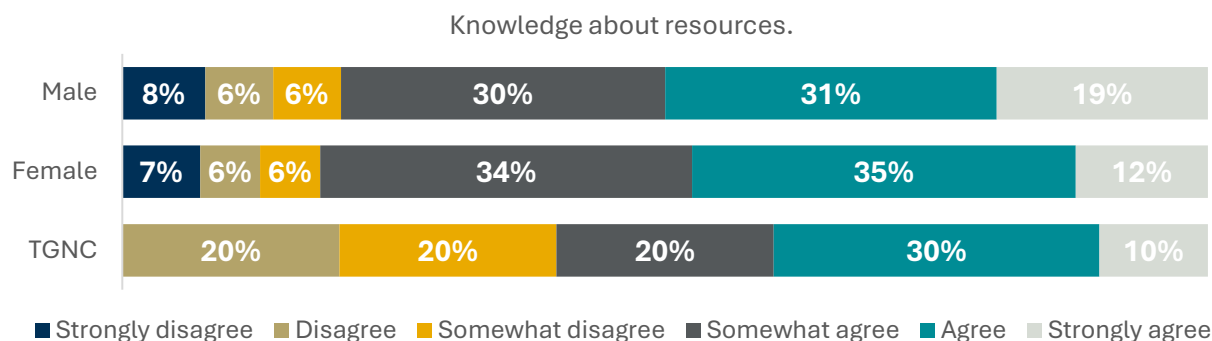
Question: Did you attempt suicide? (just students who answered they made plans to attempt suicide)



Seeking Professional Help

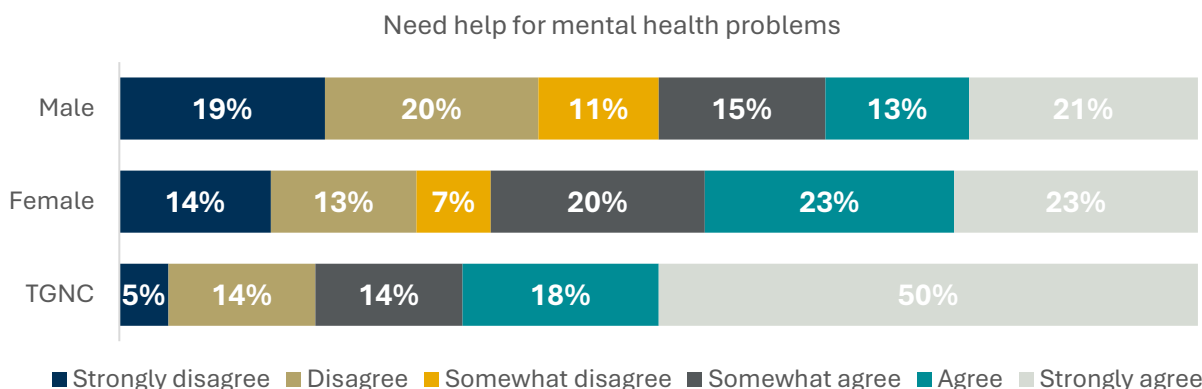
Seventy-four percent of the students at Georgia Tech agree that they would know where to access mental health services from the Institute (somewhat agree, agree, strongly agree). TGNC students have a lower knowledge about where to seek help for mental health issues at the Institute: 82% of the female, 80% of the male, and 60% of the TGNC students know where to find help.

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



Sixty-six percent of the students at Georgia Tech needed help for emotional or mental health problems such as feeling sad, blue, anxious, or nervous in the year before the survey. TGNC students are more likely to need support for emotional or mental health problems: 82% of the TGNC, 66% of the female, and 50% of the male students needed mental health support.

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



Limitations

The Healthy Minds Network addresses the issue that female students consistently have higher response rates than male students in the survey by constructing non-response weights. The values in the report result from the weighting process applied to the raw data. The raw data available for our analysis has not been weighted, and the report does not describe how to replicate the non-response weights. The raw data underwent cell-based weighting. Analyzing the raw data without addressing the non-response issue limits the generalizability of the findings to the Georgia Tech population⁶.

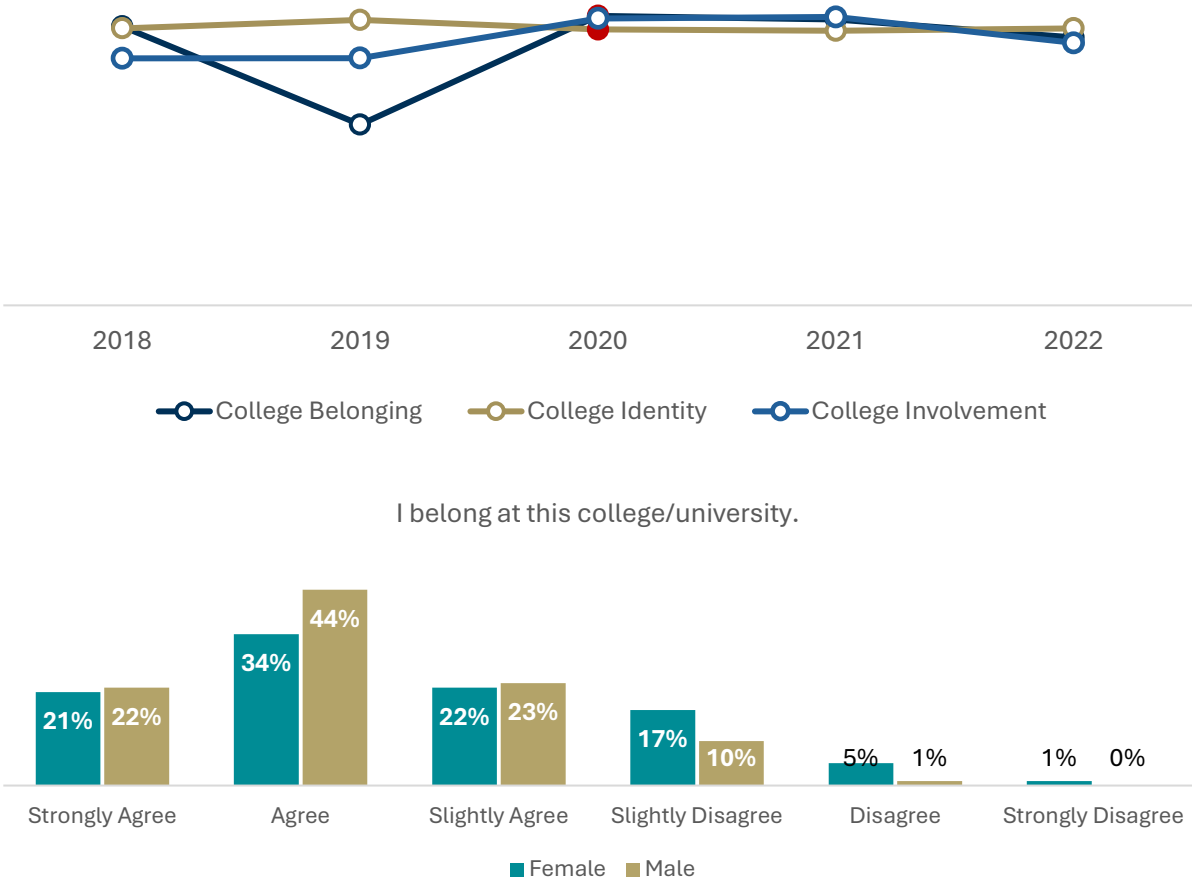
⁶ Certain groups may be underrepresented in the sample if they are less likely to respond. The underrepresentation can distort the findings and make them less reflective of the population. The non-response issue can compromise the quality of research by introducing bias, reducing representativeness, and limiting the generalizability of findings. Researchers must address non-response through strategies such as increasing response rates, adjusting for non-response biases, or using statistical techniques to account for missing data.

USG Getting to Know our Students Survey – Mindset

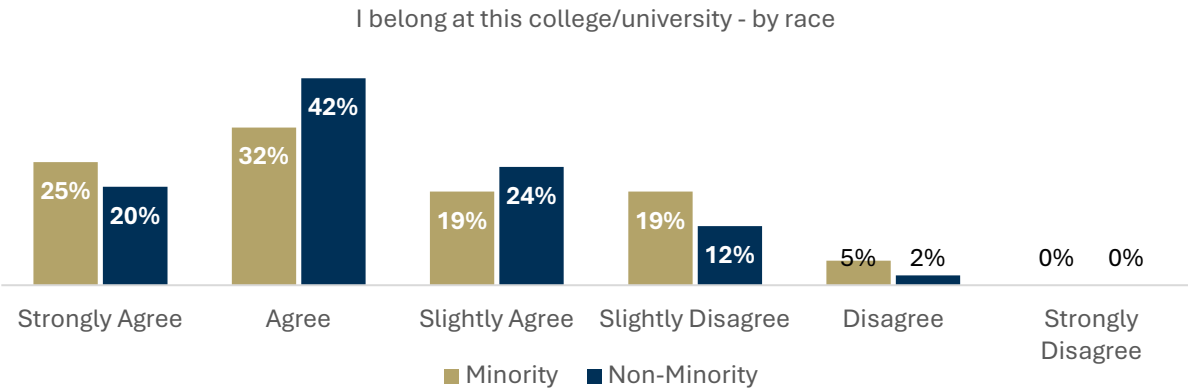
The USG Getting to Know Our Students Survey has been administered to incoming first-year students across the University System of Georgia since 2017. The survey asks various questions designed to assess students' motivations and attitudes about learning and to provide a snapshot at the beginning of their postsecondary journey. The survey is conducted annually by the University Systems of Georgia. Raw data from 2017 to 2022 surveys were available to our project. The last survey conducted interviewed 2,900 students.

Belonging

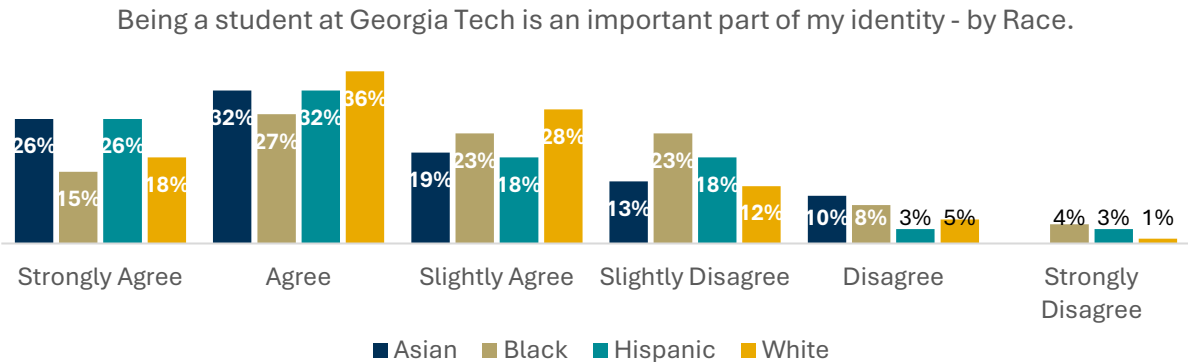
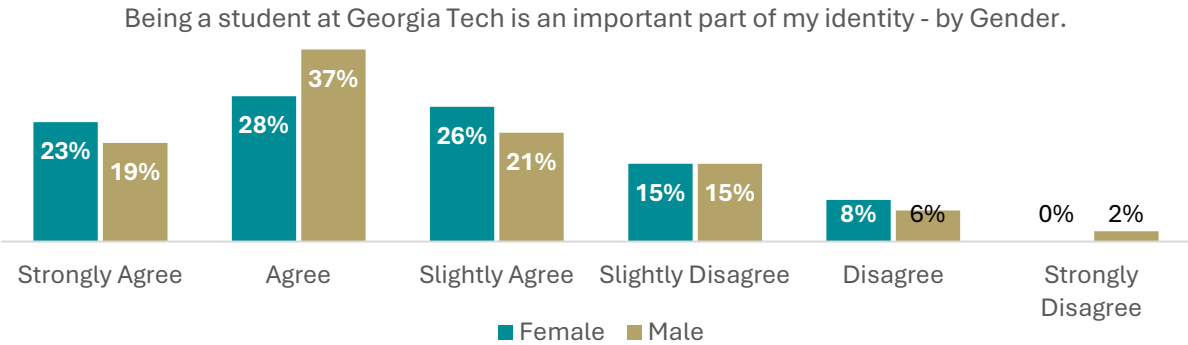
The trend concerning students' sense of belonging, identification with Georgia Tech, and participation in activities has remained consistent over the years, except for the year 2019. In 2022, 83% of the students at Georgia Tech agreed (strongly agree, agree, slightly agree) that they felt they belonged at the Institute. Male students are likelier to think they belong at the Institute than female students: 89% of male and 77% of female students felt they belonged at the university.

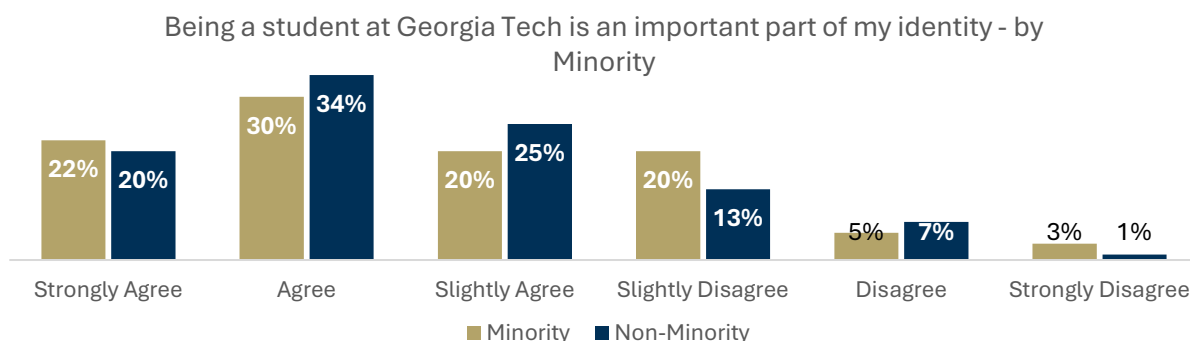


Students from racial minorities have a lower sense of belonging to the Institute than their non-minority peers: 86% of non-minority students and 76% of minority students felt they belonged at the Institute.



Regarding student identity, 77% of the students at Georgia Tech agree that being a student at Georgia Tech is an important part of their identity (strongly agree, agree, slightly agree). Black students at Georgia Tech have the lowest sense of identity compared to their Asian, Hispanic, and White peers: 65% of Black students, 76% of Hispanic students, 77% of Asian students, and 82% of White students feel that being a student at Georgia Tech is an essential part of their identity. Students from minority races are less likely to think that being a student at Georgia Tech is part of their identity compared to students from non-minority races.





Limitations

The Mindset survey demographic distribution does not reflect Georgia Tech’s population. It can compromise the quality of research by introducing bias, reducing representativeness, and limiting the generalizability of findings.

Recommendations for Next Steps

- Analyze ACHA-NCHA III items by additional demographic variables including race, year in school, and citizenship to produce more actionable results.
- Analyze additional surveys identified in the master list including Campus Climate Survey, Center for Collegiate Mental Health, and Interfaith Diversity Experiences and Attitudes Longitudinal Study.
- Gather additional raw data from surveys such as NSSE and ACHA-NCHA. This will allow us to conduct longitudinal analysis and by demographic groups.
- Conduct longitudinal analysis using the surveys for which we have raw data available.
- Share the results with subject matter experts.
- Share the final report with colleagues in Arts, Belonging and Community, including identity center directors.
- Share the final report with colleagues in the Office of Undergraduate Education and Office of Graduate Education.
- Convene a meeting of these and other stakeholders in June or July to discuss how the report findings could aid in planning, implementing, and evaluating programs and services for students in 2024-2025 and beyond.

Acknowledgments

Project Team:

- Dr. Brenda “B” Woods – Director, Office of Research and Assessment
- Jorge Breton – Director, Office of Hispanic Initiatives
- Rafael Soares – Senior Business Analyst, Office of Research and Assessment

Subject Matter Experts:

- Lacy Hodges, Ph.D. - Director of Undergraduate Analytics & Planning
- Joi Alexander - Director of the Wellness Empowerment Center
- James Black, Ph.D. - Director of Student and Academic Affairs, Office of Graduate Education

Sources

- American College Health Association – National College Health Assessment III (ACHA-NCHA III), 2022
- National Survey of Student Engagement (NSSE), 2014, 2017, 2020, and 2023.
- The Healthy Minds Study Survey, 2023.
- USG Getting to Know our Students Survey – Mindset, 2018, 2019, 2020, 2021, and 2022.

Appendix

Master List of Data Sources

[Project Charter 2E - Master List of data sources_shared.xlsx](#)