

EVERFI

Ursinus College

# Mental Well-Being for Students

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**Impact Report** | 2020–2021 Academic Year

## Dear Ursinus College partners,

The pressures and challenges facing higher education require bold and innovative solutions, including a strategic and comprehensive approach to safety, well-being, and inclusion.

Too often, campus leaders must react to preventable crises with enormous costs to their institutions and the communities they serve. Our work together is an investment in getting ahead of issues like sexual assault and harassment, discrimination and bias, substance misuse, and mental health through scalable, evidence-based prevention technology and data.

And the investment is worth it, both to the mission and business of higher education. Recent research from EVERFI found a strong relationship between institutional commitment to prevention and student achievement, retention, and post-graduate success. The impact you are making is directly connected to the most important priorities facing college and university leaders, from the well-being of your community to the success of your institution.

This report presents key insights from your EVERFI program to clearly demonstrate the impact and value of our work together. The data within this report spans the reach of the program,

positive training outcomes, campus culture and climate insights, comparative benchmarks, and focus areas for continued engagement. Our team of prevention experts have included strategic recommendations throughout to elongate the value of this program and elevate your ongoing impact.

I strongly encourage you to share this report with your campus leaders and partners, and to reach out to your EVERFI Account Manager for additional resources to support you in creating a future where your campus and community can thrive.

Sincerely,



Rob Buelow

SVP, Campus Prevention Network

EVERFI

# 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 end of this report.

For deeper insights, the EVERFI administrator site provides real-time access to your EVERFI 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 you in size, and public or private status. Ursinus College is a small to mid-size private institution, so your benchmarks reflect other private schools with under 10,000 students.

## 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 end 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

Insights and analysis in this report are based on your students' responses to pre-course and post-course surveys. Overall, 1,230 students completed pre-course surveys, and 0 completed post-course 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 is 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.

# Mental Well-Being for Students and Your Students

**Impact at Ursinus College**

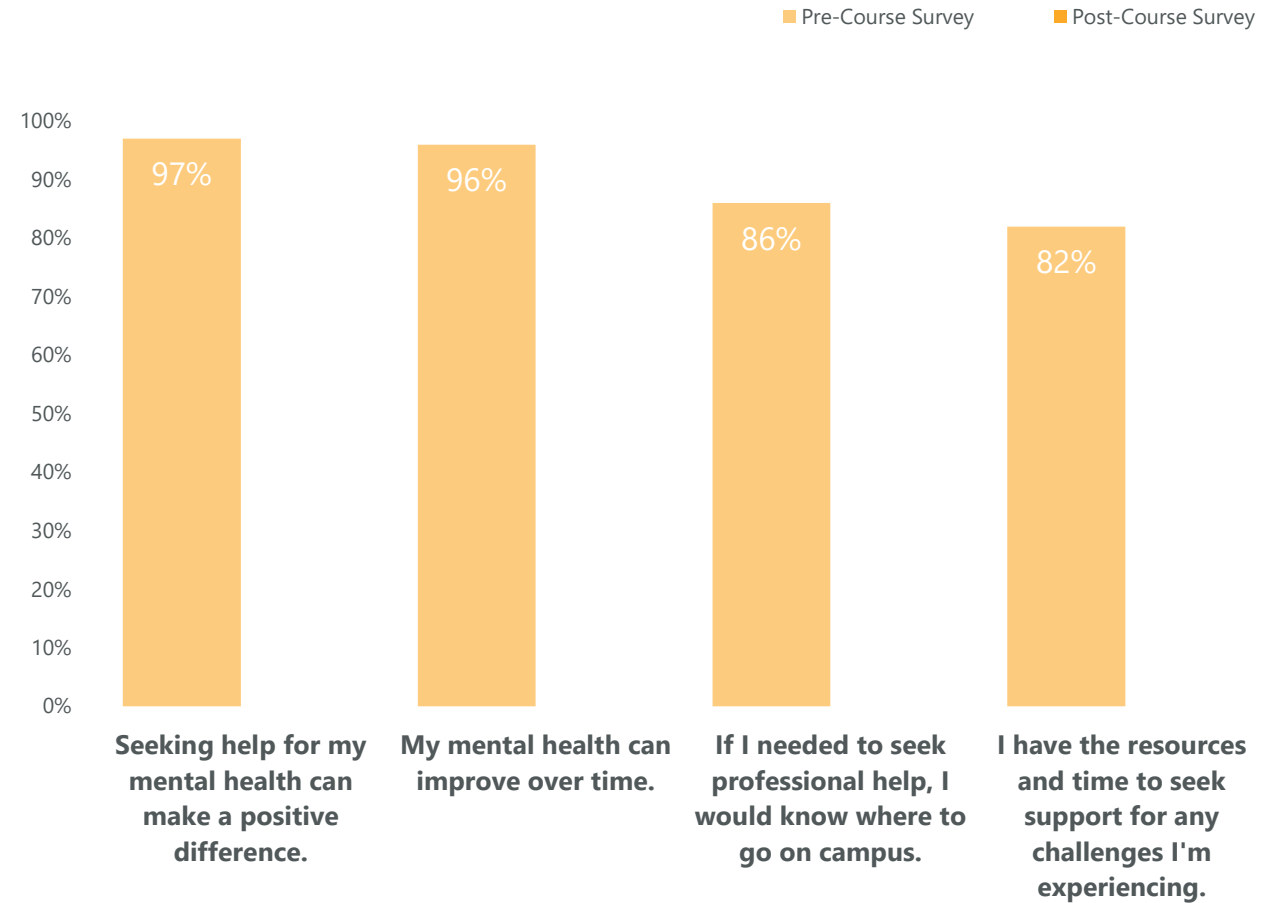
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# Seeking Help and Support for Mental Health

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

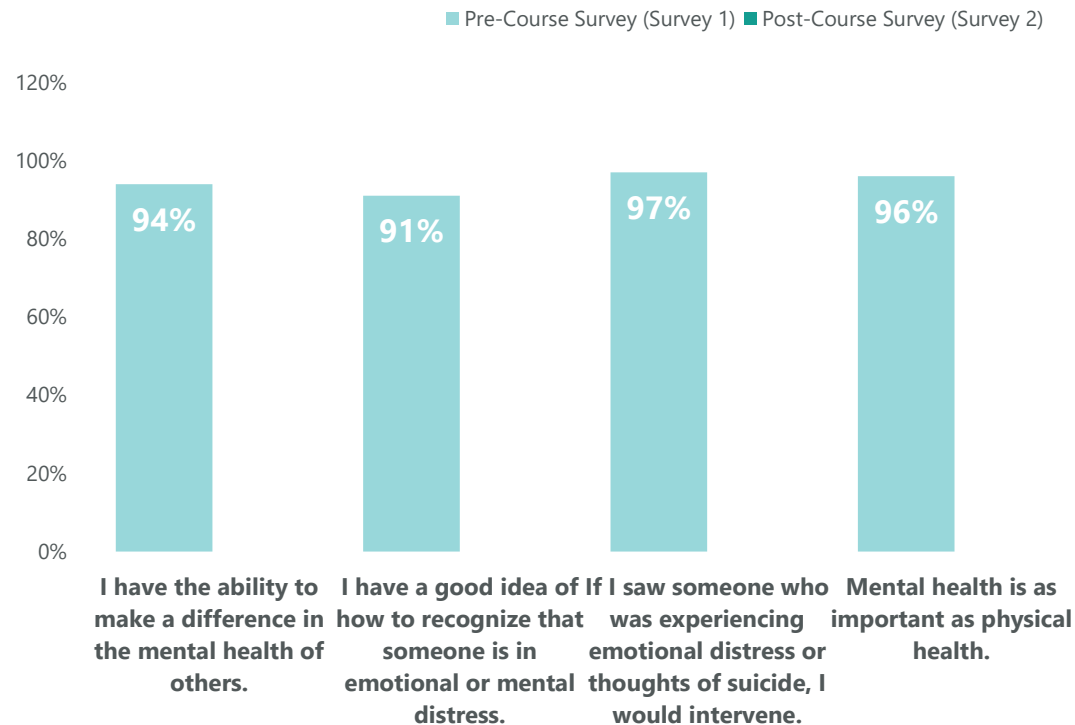
Research has shown that young adults are often likely to overestimate their own abilities, particularly when it comes to areas where they have not had to employ those skills but have a strong urge to provide the desirable answer when questioned. Because of this, some students may feel overconfident in 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.



# 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.

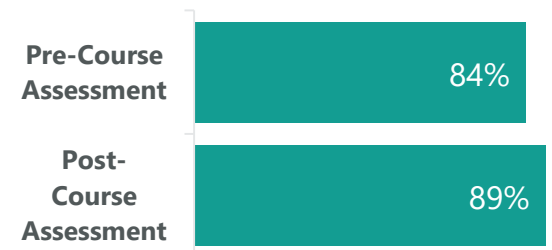
## Healthy Responses, Before and After the Course



## Knowledge Gain

Establishing a common knowledge base is foundational to promote changes to students' attitudes, and ultimately, their behaviors. Pre- and post-course assessments measure students' knowledge.

Average Assessment Score:



# Mental Well-Being On Your Campus

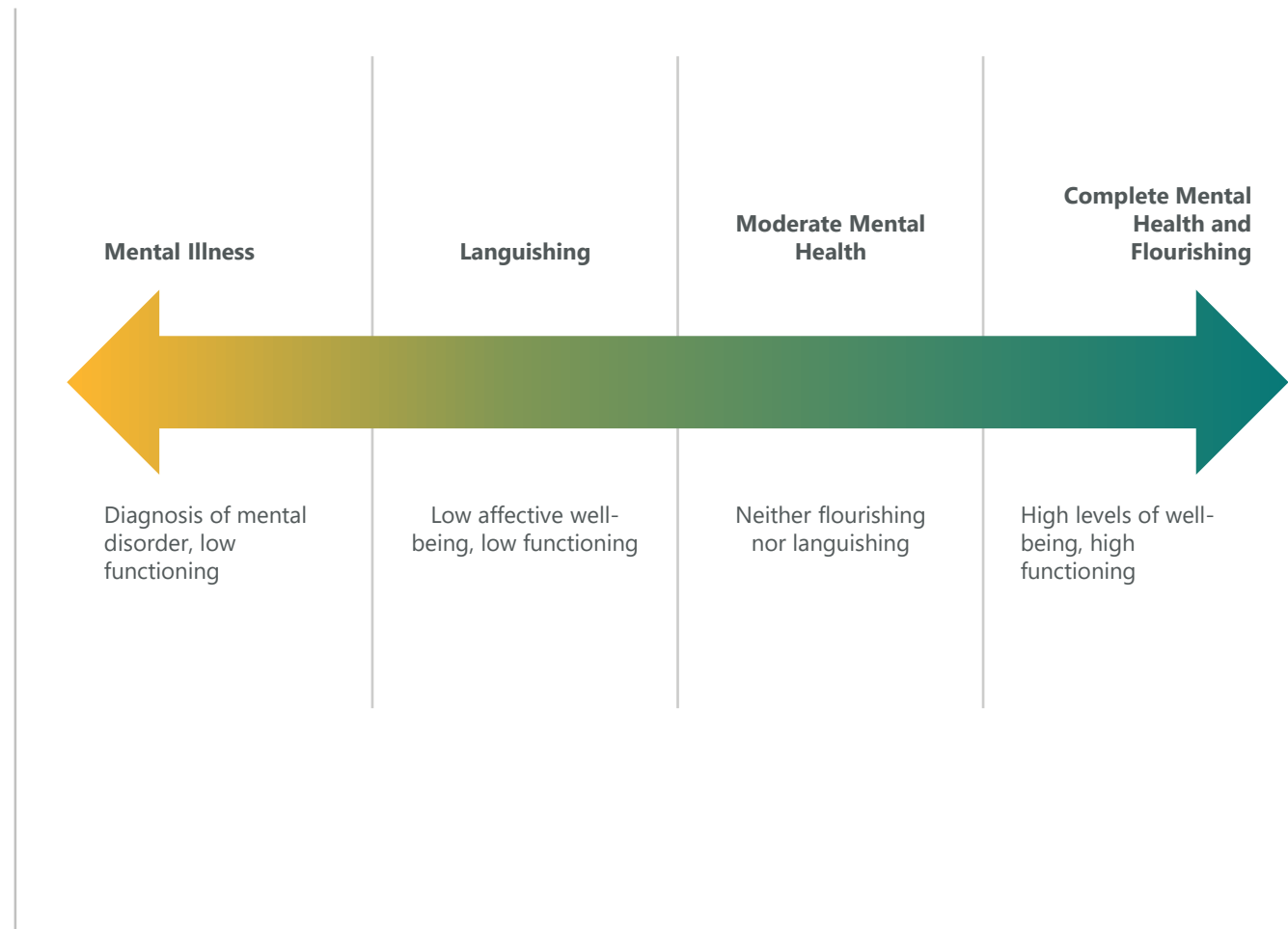
*Data and insights from students at Ursinus College*

# 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.





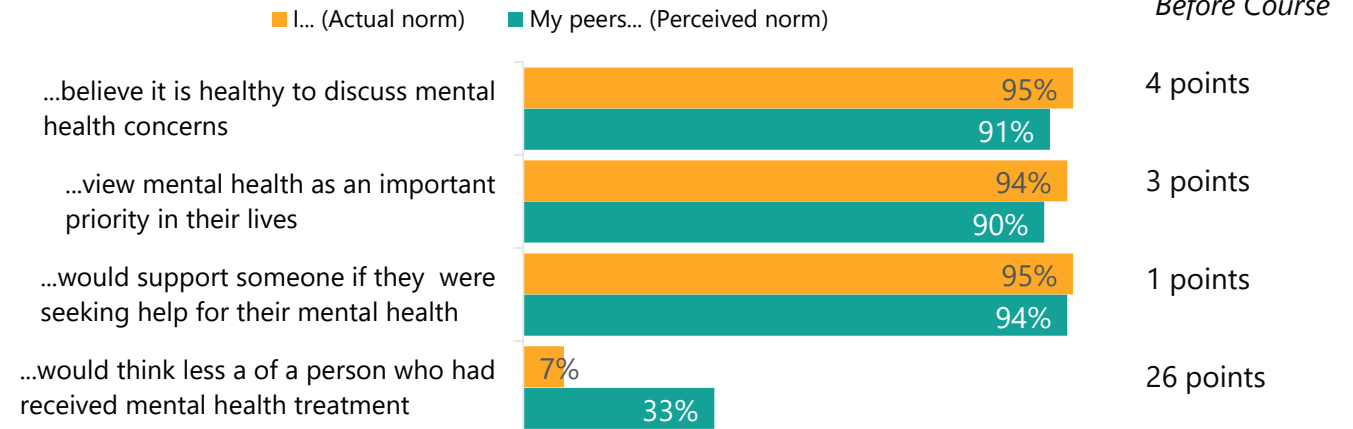
# Social Norms for Behavior

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.

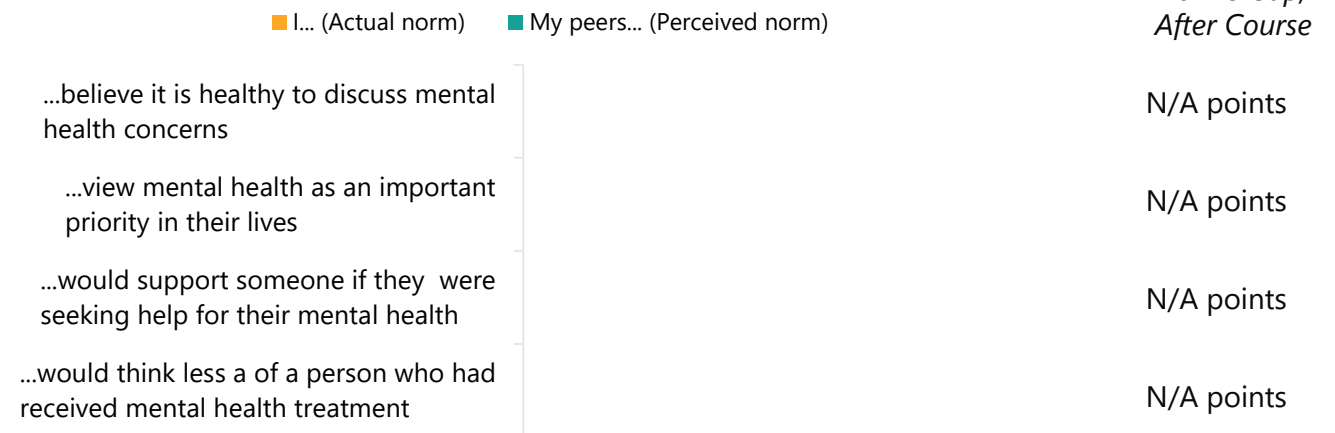
### Critical Processes Tip

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 EVERFI 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



### After Course



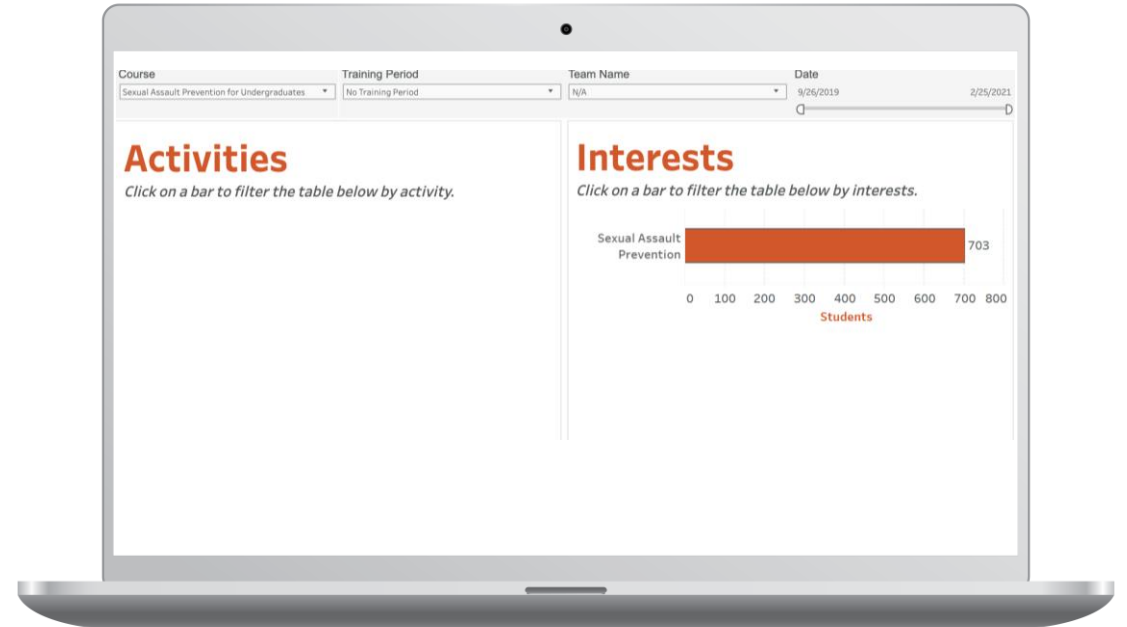
# Engaging Your Students

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students.

A growing number of students are arriving on campus already aware of the importance of supporting mental well-being and wish to connect to peers who share these values. Mental Well-Being for Students provides campuses with a unique tool to identify and assist students with that process. At Ursinus College, 329 have opted in to be contacted by your institution about getting more involved in creating a safe and inclusive community.

It is very likely that these students who volunteered to be contacted represent the healthier end of the Community Readiness spectrum on the previous page, but education and resources for support should also be directed toward those who are not ready to admit this is an issue on their campus. Make sure to highlight the work you do to incorporate student voices in the generation of programs and policies at your institution.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how the majority of students support a safe community, healthy behavior, and personal responsibility.



## Programming Tip

Your students provided their names and email addresses so they can be contacted to get more involved in mental health promotion and education on your campus. This list of students can be downloaded from your EVERFI administrator site.

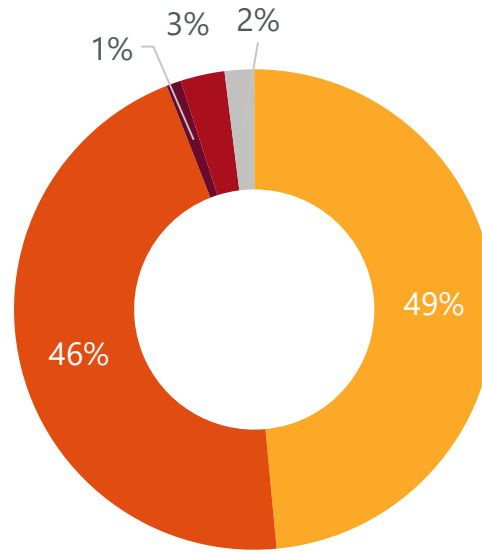
# Mental Well-Being for Students

## *Appendix – Student Demographics*

# Student Demographics

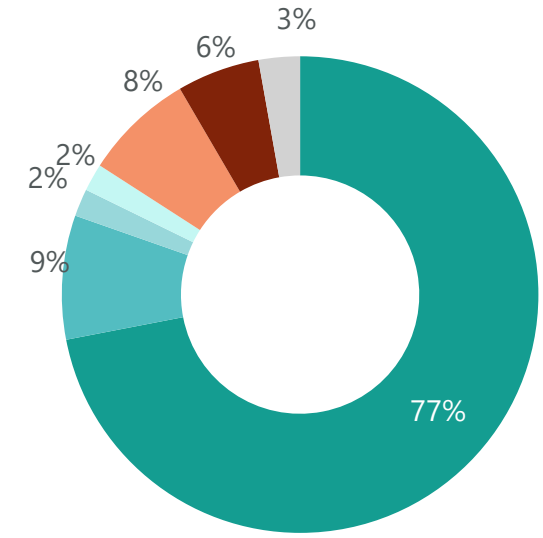
The following is a summary of the demographics of students who participated in Mental Well-Being for Students this year. Demographic information is self-reported by students as part of pre-course survey (Survey 1). All questions are optional, and students may choose not to share demographic information.

### Gender Identity



Female	49%	Male	46%
Transgender	1%	Other	3%
Prefer not to answer	2%		

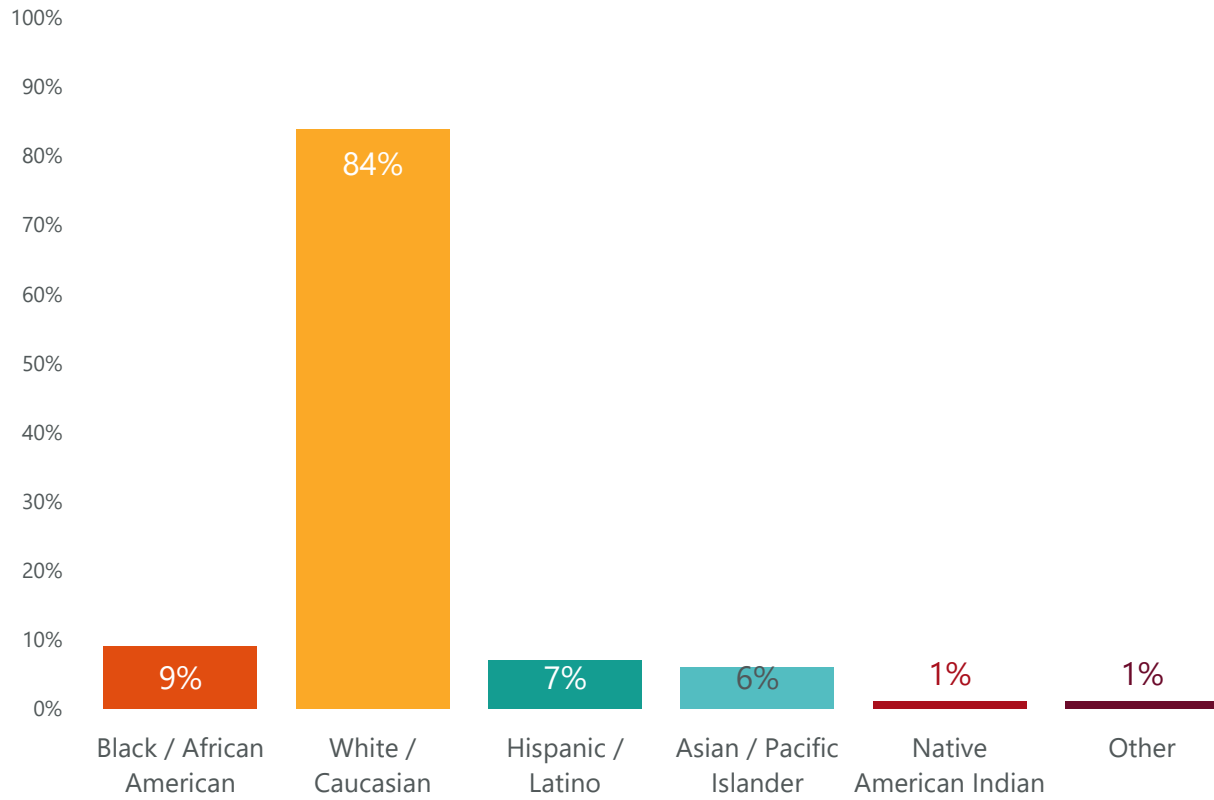
### Sexual Orientation



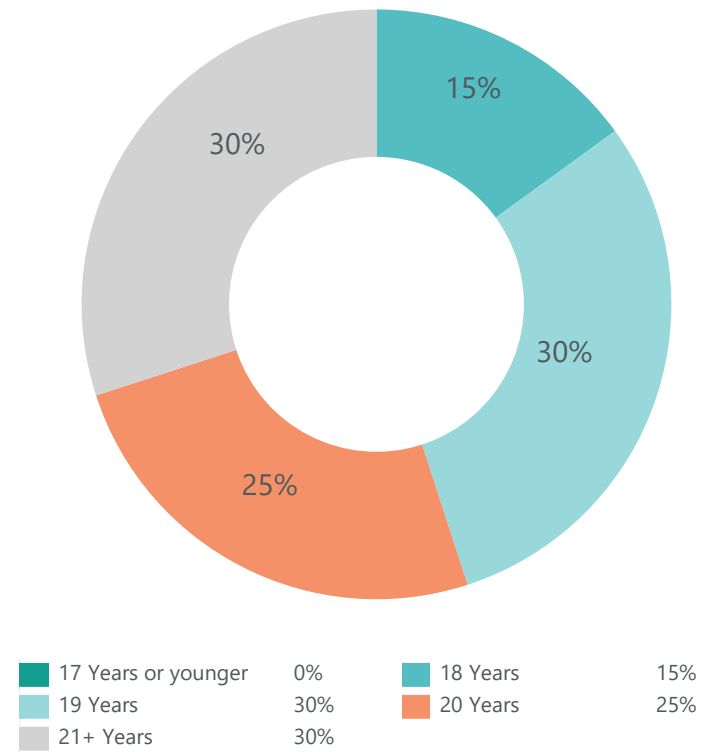
Heterosexual/Straight	77%	Bisexual	9%
Gay	2%	Lesbian	2%
Questioning	8%	Other	6%
Prefer not to answer	3%		

# Student Demographics (Continued)

## Race and/or Ethnicity



## Age

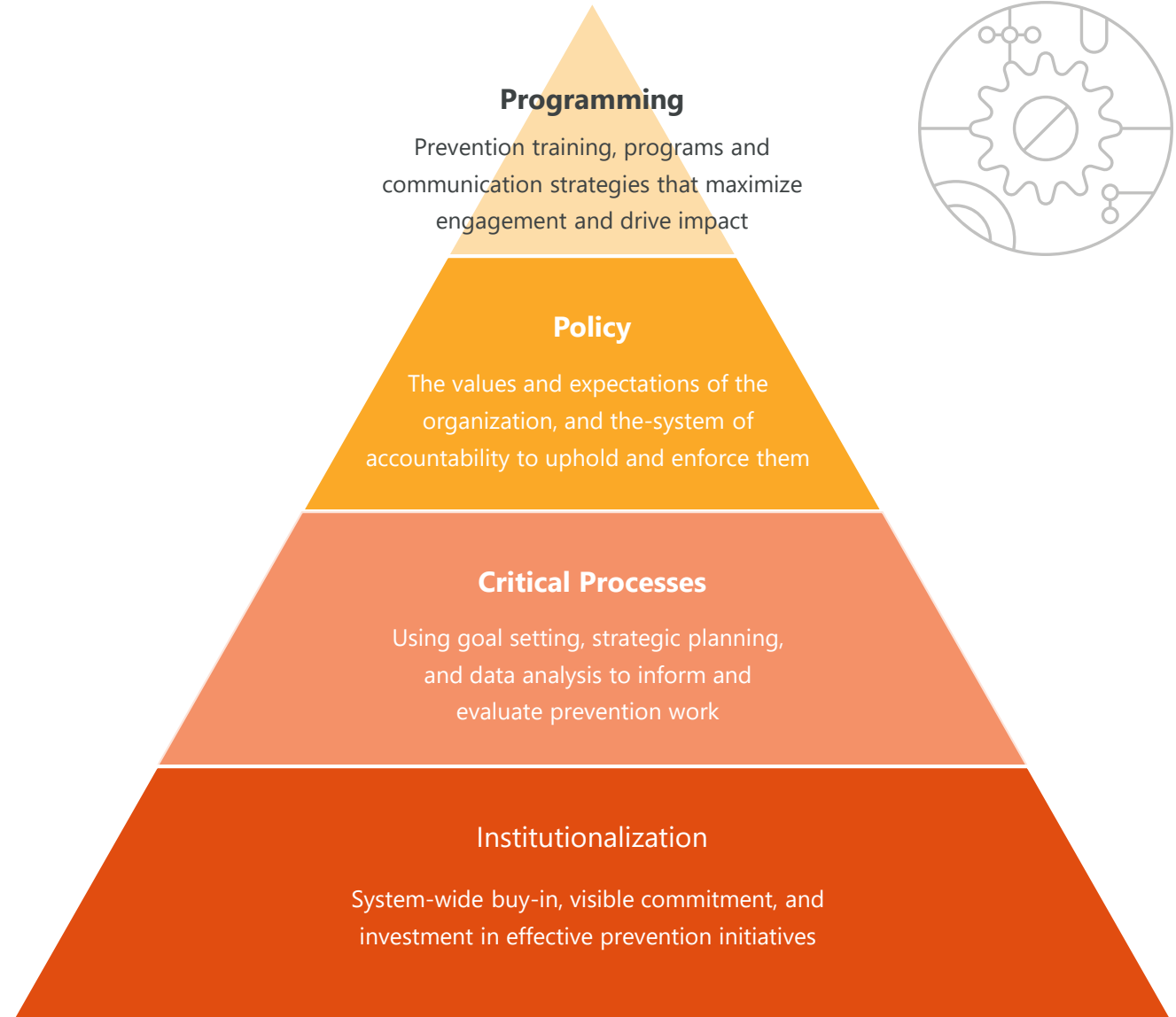


# Mental Well-Being for Students

*Supplemental Information*

# The Prevention Framework

The Prevention Framework, developed by EVERFI's 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 EVERFI

### Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of EVERFI 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

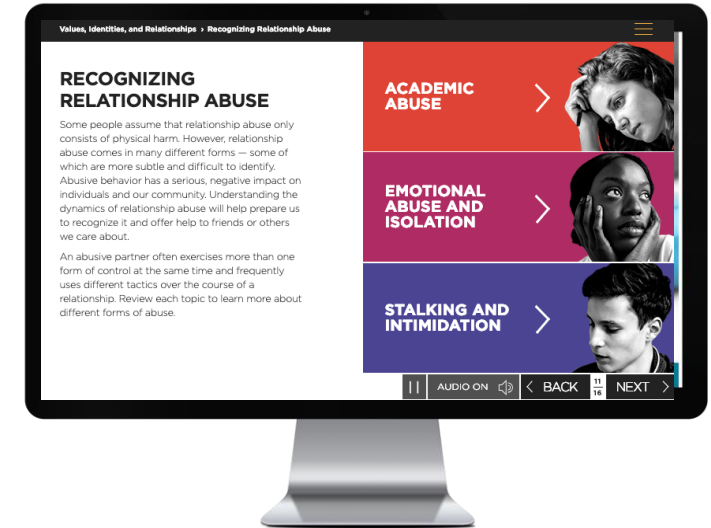
for approaching challenges, including self-management, self-advocacy, and building a support system

### Empower learners

to support peers in crisis situations

### Connect learners

with campus-based support and local resources





# Mental Well-Being for Students Course Map

Part 1	<b>1. Introduction</b> <ul style="list-style-type: none"> <li>Content Warning</li> <li>Mental Well-Being for Students</li> </ul>	Pre-Course Survey (Survey 1)	Pre-Course Quiz	<b>2. What is Mental Well-Being?</b> <ul style="list-style-type: none"> <li>What is your Baseline?</li> <li>Facing Challenges</li> <li>Challenges in College</li> </ul>
	<b>3. Self-Management</b> <ul style="list-style-type: none"> <li>What does Emotional Well-Being Look Like?</li> <li>Opportunities &amp; Challenges in College</li> <li>Students' Perspectives</li> <li>Self-Management</li> </ul>	<b>4. Recognizing Challenges</b> <ul style="list-style-type: none"> <li>Facing Challenges</li> <li>The Mind-Body Connection</li> <li>What can Challenge my Well-Being?</li> <li>Identifying When to Seek Help</li> <li>Student Stories</li> </ul>	<b>5. Seeking &amp; Offering Help</b> <ul style="list-style-type: none"> <li>Taking Action</li> <li>Stigma</li> <li>Barriers to Seeking Help</li> <li>Conversation Starters</li> <li>Supporting a Friend</li> <li>Putting Skills into Action</li> </ul>	<b>5. Continued</b> <ul style="list-style-type: none"> <li>Suicide: Recognizing When Help is Needed</li> <li>Is this a Suicide Risk?</li> <li>Pause &amp; Reflect</li> <li>Where to Turn</li> <li>What to Do if a Friend is Suicidal</li> <li>Get Involved</li> </ul>
Part 2	<b>6. Conclusion</b> <ul style="list-style-type: none"> <li>Course Summary</li> </ul>	Post-Course Exam	Intersession	
		Post-Course Survey (Survey 2)		