

THE HEALTHY MINDS STUDY

2023-2024 Data Report

ABOUT THE HEALTHY MINDS STUDY (HMS)



STUDY TEAM

Principal Investigators: Daniel Eisenberg, PhD, Sarah Ketchen Lipson, PhD, EdM, Justin Heinze, PhD,
& Sasha Zhou, PhD, MPH, MHSA

Study Coordinators: Brenda Vyletel, MSE, Haley Henry, MPH, Juliana Fucinari, MPH,
Mac Murphy, MPH, MSSW, Erin Voichoski, MPH & Julia Bell, MPH

REPORT TEAM

Report Automation: Andy Inscore

TABLE OF CONTENTS

STUDY PURPOSE AND DESIGN	1
ABOUT THIS REPORT	2
KEY FINDINGS	3
SAMPLE CHARACTERISTICS	4
PREVALENCE OF MENTAL HEALTH PROBLEMS	5
HEALTH BEHAVIORS AND LIFESTYLE	7
ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES	8
USE OF SERVICES	9
REFERENCES	11
APPENDIX: DESCRIPTIVE STATISTICS FOR SURVEY ITEMS	13

STUDY PURPOSE AND DESIGN

The Healthy Minds Study provides a detailed picture of mental health and related issues in college student populations. Schools typically use their data for some combination of the following purposes: to identify needs and priorities; benchmark against peer institutions; evaluate programs and policies; plan for services and programs; and advocate for resources.

The Healthy Minds Study is designed to protect the privacy and confidentiality of participants. HMS is approved by Advarra. To further protect respondent privacy, the study is covered by a Certificate of Confidentiality from the National Institutes of Health.

SAMPLING

Each participating school provides the HMS team with a sample of currently enrolled students over the age of 18, either randomly selected or their entire student population. Schools with graduate students typically include both undergraduates and graduate students in the sample.

DATA COLLECTION

HMS is a web-based survey. Students are invited and reminded to participate in the survey via emails, which are timed to avoid, if at all possible, the first two weeks of the term, the last week of the term, and any major holidays. The data collection protocol begins with an email invitation, and non-responders are contacted up to three times by email reminders. Reminders are only sent to those who have not yet completed the survey. Each communication contains a URL that students use to gain access to the survey.

NON-RESPONSE ANALYSIS

A potential concern in any survey study is that those who respond to the survey will not be fully representative of the population from which they are drawn. In the HMS, we can be confident that those who are invited to fill out the survey are representative of the full student population because these students are randomly selected from the full list of currently enrolled students. However it is still possible that those who actually complete the survey are different in important ways from those who do not complete the survey. It is important to raise the question of whether the percentage of students who participated are different in important ways from those who did not participate. We address this issue by constructing non-response weights. The non-response weights adjust specifically for the fact that female students have consistently higher response rates than male students in our survey (and in most other survey studies). We construct the weights by comparing the female-male composition of our respondent sample to the reported female-male ratio for the full student population at each institution (which is typically available from basic enrollment statistics). If the respondent sample has a smaller percentage of males and larger percentage of females, as compared to the composition of the full student population, then male students in our sample are assigned a higher non-response weight value than female students. This means that weighted estimates are representative of the female-male distribution in the full student population. For students with nonbinary gender identities, we are not able to use this same process, however, because we are generally not able to obtain accurate statistics on the representation of these groups in the full student population. Therefore, rather than making assumptions, we assign a weight value to students with nonbinary identifiers that leaves their representation in the weighted sample the same as in the unweighted sample. In the future, if and when more reliable information becomes available at the full student population level, we will be able to incorporate that information into sample weights for groups other than female and male gender identities. Finally, note that these sample weights give equal aggregate weight to each school in the national estimates. An alternative would have been to assign weights in proportion to school size, but we decided that we did not want our overall national estimates to be dominated by schools in our sample with very large enrollments.

ABOUT THIS REPORT

This data report provides descriptive statistics (percentages, mean values, etc.) from the national sample of respondents for a set of key measures. In addition to the key measures highlighted in this report, an appendix is also included with descriptive statistics for each survey item (see below).

APPENDIX

The appendix includes a selection of key measures in the three standard survey modules that are administered on all participating campuses: Demographics, Mental Health Status, and Mental Health Service Utilization/Help-Seeking. For each measure, the data tables display the following information: the value for the national sample and the 95% confidence interval for this value. All values in the appendix have been weighted to be representative of the full student populations to which they refer (see Non-response Analysis). Also note that for some measures, respondents were allowed to check more than one response category (e.g., they might have gone to more than one type of provider for mental health services), so the percentages sometimes add up to more than 100% across response categories. The 95% confidence intervals give a sense of how much uncertainty there is about each estimated value. This uncertainty exists because our estimates are sometimes based only on a random sample of students, rather than a complete census of the student population. However, schools that had less than 8,000 students provided their entire population. For the sake of consistency, these schools were not treated any differently than those schools that provided a random sample of their full population. Essentially, the confidence interval tells us that there is a 95% probability that the true population value is within this particular range.

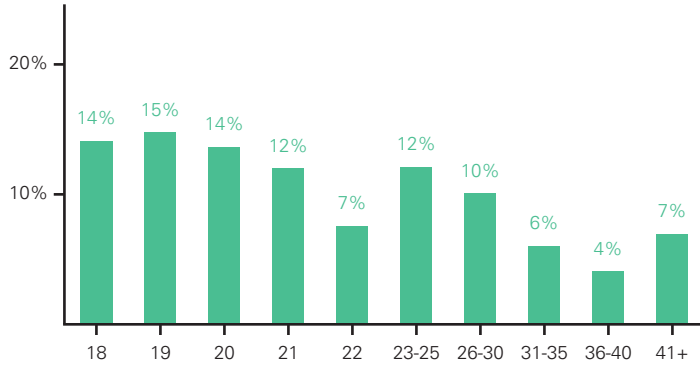
KEY FINDINGS

This section offers a quick look at results from key survey measures.

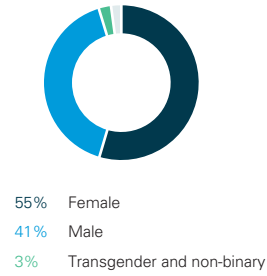
Estimated values of selected measures	Percentage of students
Severe depressive symptoms (PHQ-9 \geq 15)	19%
Moderate or severe depressive symptoms (PHQ-9 \geq 10)	38%
Moderate or severe anxiety symptoms (GAD-7 \geq 10)	34%
Eating disorder (positive SCOFF screen)	13%
Non-suicidal self-injury (past year)	26%
Suicidal ideation (past year)	13%
Lifetime diagnoses of mental disorders	50%
Psychiatric medication (past year)	31%
Mental health therapy/counseling (past year)	36%
Any mental health therapy/counseling and/or psychiatric medication among students with positive depression or anxiety screens (past year)	61%
Personal stigma: agrees with "I would think less of someone who has received mental health treatment."	7%
Perceived public stigma: agrees with "Most people would think less of someone who has received mental health treatment."	41%

SAMPLE CHARACTERISTICS (N=104729 from 196 colleges/universities)

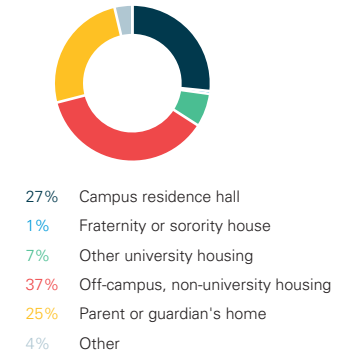
Age (years)



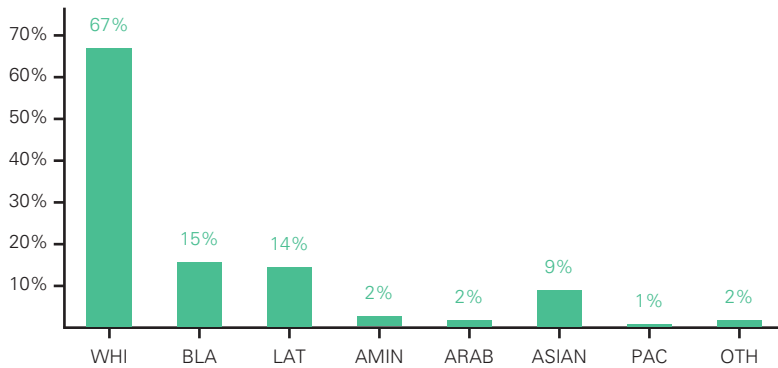
Gender



Living Arrangement

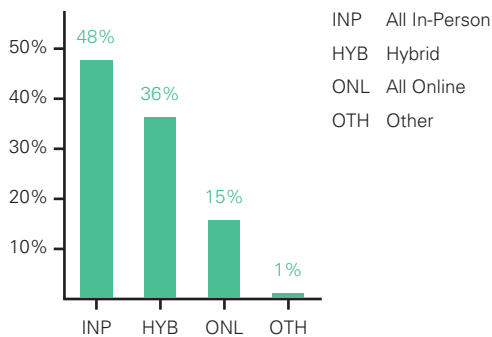


Race/ethnicity



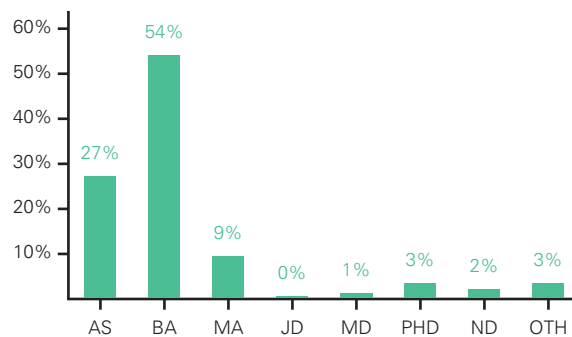
- WHI White or Caucasian
- BLA African American/Black
- LAT Hispanic/Latino
- AMIN American Indian/Alaskan Native
- ARAB Arab/Middle Eastern or Arab American
- ASIAN Asian/Asian American
- PAC Pacific Islander
- OTH Other

Class format



- INP All In-Person
- HYB Hybrid
- ONL All Online
- OTH Other

Degree program



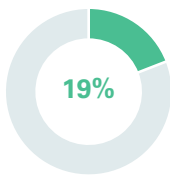
- AS Associate's degree
- BA Bachelor's degree
- MA Master's degree
- JD JD
- MD MD
- PHD PhD or equivalent
- ND Non-degree student
- OTH Other

PREVALENCE OF MENTAL HEALTH PROBLEMS

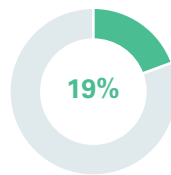
DEPRESSION SCREEN

Depression is measured using the Patient Health Questionnaire-9 (PHQ-9), a nine-item instrument based on the symptoms provided in the Diagnostic and Statistical Manual for Mental Disorders for a major depressive episode in the past two weeks (Spitzer, Kroenke, & Williams, 1999). Following the standard algorithm for interpreting the PHQ-9, symptom levels are categorized as severe (score of 15+), moderate (score of 10-14), or mild/minimal (score <10).

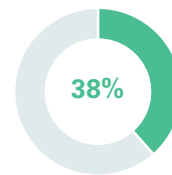
Severe depression



Moderate depression



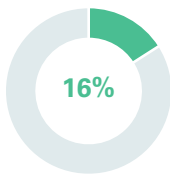
Any depression



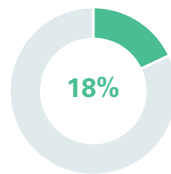
ANXIETY SCREEN

Anxiety is measured using the GAD-7, a seven-item screening tool for screening and severity measuring of generalized anxiety disorder in the past two weeks (Spitzer, Kroenke, Williams, & Lowe, 2006). Following the standard algorithm for interpreting the GAD-7, symptom levels are categorized as severe anxiety, moderate anxiety, or neither.

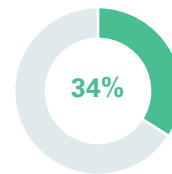
Severe anxiety



Moderate anxiety



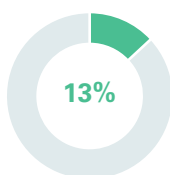
Any anxiety



EATING DISORDER SCREEN

Eating disorders are measured using the written U.S. version of the SCOFF, a five-item screening tool designed to identify subjects likely to have an eating disorder (Morgan, Reid, & Lacey, 1999).

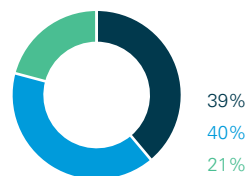
Eating disorders



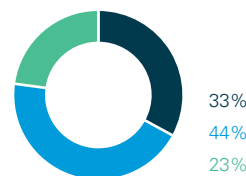
LONELINESS

How often do you feel...

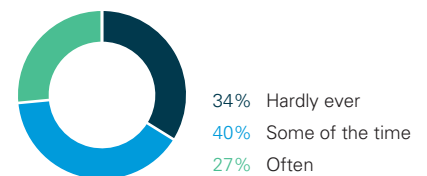
you lack companionship



left out

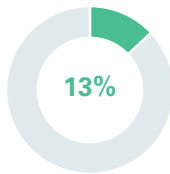


isolated from others

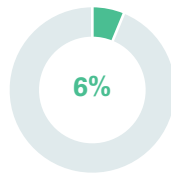


SUICIDALITY AND SELF-INJURIOUS BEHAVIOR

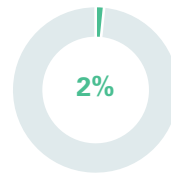
Suicidal ideation (past year)



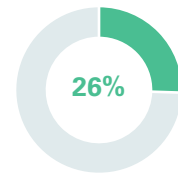
Suicide plan (past year)



Suicide attempt (past year)



Non-suicidal self-injury (past year)



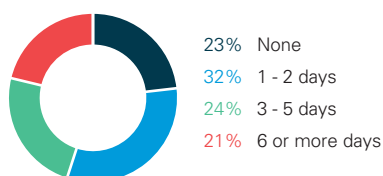
LIFETIME DIAGNOSES OF MENTAL DISORDERS

Have you ever been diagnosed with any of the following conditions by a health professional (e.g. primary care doctor, psychiatrist, psychologist, etc.)? (Select all that apply)

33%	Depression or other mood disorders (e.g., major depressive disorder, persistent depressive disorder)
4%	Bipolar (e.g., bipolar I or II, cyclothymia)
39%	Anxiety (e.g., generalized anxiety disorder, phobias)
4%	Obsessive-compulsive or related disorders (e.g., obsessive-compulsive disorder, body dysmorphia)
12%	Trauma and stressor related disorders (e.g., posttraumatic stress disorder)
14%	Neurodevelopmental disorder or intellectual disability (e.g., attention deficit disorder, attention deficit hyperactivity disorder, intellectual disability, autism spectrum disorder)
5%	Eating disorder (e.g., anorexia nervosa, bulimia nervosa)
1%	Psychosis (e.g., schizophrenia, schizo-affective disorder)
2%	Personality disorder (e.g., antisocial personality disorder, paranoid personality disorder, schizoid personality disorder)
2%	Substance use disorder (e.g., alcohol abuse, abuse of other drugs)
50%	No, none of these

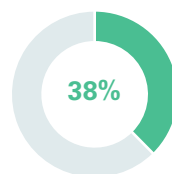
ACADEMIC IMPAIRMENT

In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?



POSITIVE MENTAL HEALTH

Positive mental health



Positive mental health (psychological well-being) is measured using The Flourishing Scale, an eight-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism (Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, & Biswas-Diener, 2009). The score ranges from 8-56, and we are using 48 as the threshold for positive mental health.

HEALTH BEHAVIORS AND LIFESTYLE

Drug use

Over the past 30 days, have you used any of the following drugs? (Select all that apply)

19%	Marijuana
0.5%	Cocaine (any form, including crack, powder, or freebase)
0.1%	Heroin
0.3%	Opioid pain relievers (such as Vicodin, OxyContin, Percocet, Demerol, Dilaudid, codeine, hydrocodone, methadone, morphine) without a prescription or more than prescribed
0.4%	Benzodiazepenes
0.1%	Methamphetamines (also known as speed, crystal meth, or ice)
0.8%	Other stimulants (such as Ritalin, Adderall) without a prescription or more than prescribed
0.2%	MDMA (also known as Ecstasy or Molly)
0.2%	Ketamine (also known as K, Special K)
0.3%	LSD (also known as acid)
1%	Psilocybin (also known as magic mushrooms, boomers, shrooms)
0.3%	Kratom
0.0%	Athletic performance enhancers (anything that violates policies set by school or any athletic governing body)
0.4%	Other drugs without a prescription
80%	No, none of these

Binge drinking

The following questions ask about how much you drink. A "drink" means any of the following:

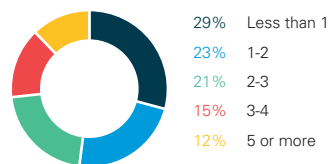
- A 12-ounce can or bottle of beer
- A 4-ounce glass of wine
- A shot of liquor straight or in a mixed drink

During the last two weeks, how many times have you had 4 (female), 5 (male), 4 or 5 (other gender) or more drinks in a row?



Exercise

In the past 30 days, about how many hours per week on average did you spend exercising? (include any exercise of moderate or higher intensity, where "moderate intensity" would be roughly equivalent to brisk walking or bicycling)

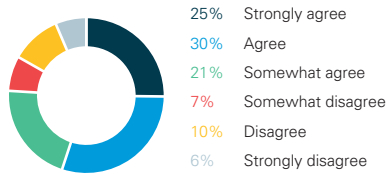


ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES

KNOWLEDGE

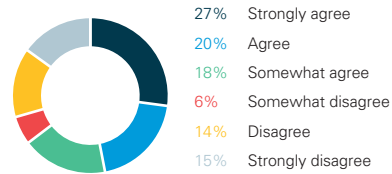
Knowledge of campus mental health resources

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



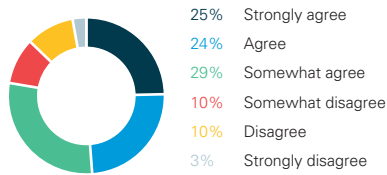
Perceived need (past year)

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



Perceived need (current)

I currently need help for emotional or mental health problems such as feeling sad, blue, anxious or nervous.



SCHOOL CLIMATE

Anti-racism

I believe my school actively works towards combating racism within the campus community.



USE OF SERVICES

Psychotropic medication use, all students (past year)

In the past 12 months have you taken any of the following types of medications? Please count only those you took, or are taking, several times per week. (Select all that apply)

7%	Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.)
22%	Anti-depressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)
2%	Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)
10%	Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)
4%	Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.)
5%	Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)
3%	Other medication for mental or emotional health
69%	None

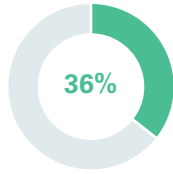
Psychotropic medication use among students with positive depression or anxiety screens (past year)

In the past 12 months have you taken any of the following types of medications? Please count only those you took, or are taking, several times per week. (Select all that apply)

10%	Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.)
33%	Antidepressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)
3%	Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)
16%	Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)
6%	Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.)
9%	Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)
4%	Other medication for mental or emotional health
57%	None

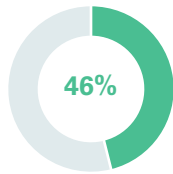
Mental health counseling/therapy, all students (past year)

In the past 12 months have you received counseling or therapy for your mental or emotional health from a health professional (such as psychiatrist, psychologist, social worker, or primary care doctor)?



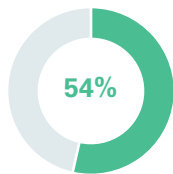
Mental health counseling/therapy among students with positive depression or anxiety screens (past year)

In the past 12 months have you received counseling or therapy for your mental or emotional health from a health professional (such as psychiatrist, psychologist, social worker, or primary care doctor)?



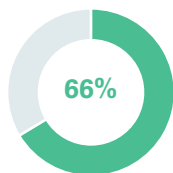
Mental health counseling/therapy, all students (lifetime)

Have you ever received counseling or therapy for mental health concerns?



Mental health counseling/therapy among students with positive depression or anxiety screens (lifetime)

Have you ever received counseling or therapy for mental health concerns?



Informal help-seeking

In the past 12 months have you received counseling or support for your mental or emotional health from any of the following sources? (Select all that apply)

12%	Roommate
39%	Friend (who is not a roommate)
31%	Significant other
39%	Family member
5%	Religious counselor or other religious contact
3%	Support group
4%	Faculty member/professor
2%	Staff member
1%	Other non-clinical source
33%	None of the above

Barriers to help-seeking

In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received? (Select all that apply)

5%	I haven't had the chance to go but I plan to
34%	No need for services
22%	Financial reasons (too expensive, not covered by insurance)
24%	Not enough time
14%	Not sure where to go
9%	Difficulty finding an available appointment
19%	Prefer to deal with issues on my own or with support from family/friends
4%	Privacy concerns
8%	People providing services don't understand me
4%	Other
13%	No barriers

REFERENCES

MENTAL HEALTH SCREENS

Center for Collegiate Mental Health (2015). CCAPS User Manual. University Park, PA.

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

Morgan, J. F., Reid, F., & Lacey, J. H. (1999). The SCOFF questionnaire: assessment of a new screening tool for eating disorders *BMJ*, 319(7223), 1467-1468.

Spitzer, R. L., Kroenke, K., Williams, J. B., & Patient Health Questionnaire Primary Care Study Group. (1999). Validation and utility of a self-report version of PRIME-MD: the PHQ primary care study. *JAMA*, 282(18), 1737-1744.

Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of Internal Medicine*, 166(10), 1092-1097.

SELECTED ARTICLES PUBLISHED WITH HMS DATA

Eisenberg, D., Golberstein, E., Hunt, J. (2009). Mental Health and Academic Success in College. *B.E. Journal of Economic Analysis & Policy* 9(1) (Contributions): Article 40.

Cohen, K., Manikandan, D., Jirsa, M., Gatto, A., & Zhou, S. (2023). Mental healthcare on college campuses during COVID-19: Comparing Telehealth, In-person, and Hybrid modes of delivery. *Journal of American College Health* (in press).

Eisenberg, D., Hunt, J.B., Speer, N., Zivin, K. (2011). Mental Health Service Utilization among College Students in the United States. *Journal of Nervous and Mental Disease* 199(5): 301-308.

Eisenberg, D., Chung, H. (2012). Adequacy of Depression Treatment in College Student Populations. *General Hospital Psychiatry* 34(3):213-220.

Eisenberg, D., Speer, N., Hunt, J.B. (2012). Attitudes and Beliefs about Treatment among College Students with Untreated Mental Health Problems. *Psychiatric Services* 63(7): 711-713.

Eisenberg, D., Hunt, J.B., Speer, N. (2013). Mental Health in American Colleges and Universities: Variation across Student Subgroups and across Campuses. *Journal of Nervous and Mental Disease* 201(1): 60-67.

Halladay, J, Freibott, C, Lipson, S, Zhou, S, & Eisenberg, D (2022). Trends in co-occurrence of substance use and mental health symptomatology in a national sample of US post-secondary students from 2009-2019. *Journal of American College Health*.

Lipson, S., Gaddis, S.M., Heinze, J., Beck, K., Eisenberg, D. (2015). Variations in Student Mental Health and Treatment Utilization Across US Colleges and Universities. *Journal of American College Health*, 63(6): 388-396.

Lipson, S., Zhou, S., Wagner, B., Beck, K., Eisenberg, D. (2016). Major differences: Variations in student mental health and service utilization across academic disciplines. *Journal of College Student Psychotherapy*, 30(1), 23-41.

Lipson, S, Zhou, S, Abelson, S, Heinze, J, Jirsa, M, Morigney, J, Patterson, A, Singh, M, & Eisenberg, D (2022). Trends in college student mental health and help-seeking by race/ethnicity: findings from the national Healthy Minds Study, 2013-2021. *Journal of Affective Disorders*.

Lipson, S, Phillips, M, Winquist, N, Eisenberg, D, & Lattie, EG (2021). Community college student mental health: a national study comparing prevalence and service use at community colleges and four-year institutions. *Psychiatric Services*.

REFERENCES CONTINUED

SELECTED ARTICLES PUBLISHED WITH HMS DATA

Lipson, S, Raifman, J, Abelson, S, & Reisner, S (2019). Gender minority mental health in the U.S.: results of a national survey on college campuses. *American Journal of Preventive Medicine*, 57(3), 293-301.

Lipson, S, Lattie, E, & Eisenberg, D (2018). Increased rates of mental health service utilization by U.S. college students: 10-year population-level trends (2007-2017). *Psychiatric Services*, 70(1), 60-63.

Sonneville, K, & Lipson, S (2018). Disparities in eating disorder diagnosis and treatment according to weight status, race/ethnicity, socioeconomic background, and sex among college students. *International Journal of Eating Disorders*, 51(6), 518-526.

Zhou, S., Banawa, R., & Oh, H. (2023). Stop Asian Hate: The Mental Health Impact of Racial Discrimination Among Asian Pacific Islander Young and Emerging Adults during COVID-19. *Journal of Affective Disorders* (in press).

Zhou, S., Banawa, R., & Oh, H. (2021). The mental health impact of COVID-19 racial and ethnic discrimination against asian american and pacific islanders. *Frontiers in Psychiatry*, 12, 1950.

Email: healthyminds@umich.edu

Website: www.healthymindsnetwork.org

APPENDIX: DESCRIPTIVE STATISTICS FOR SURVEY ITEMS

MEASURE

All Students

95% CONFIDENCE INTERVAL

Respondent Characteristics

Sample N Response Rate	104729 9%	
Gender Female Male Transgender and non-binary	55% 41% 3%	(54%, 55%) (40%, 41%) (2%, 3%)
Race/Ethnicity White / Caucasian Black / African American Hispanic / Latino American Indian Arab / Middle Eastern Asian / Asian American Pacific Islander Other	67% 15% 14% 2% 2% 9% 1% 2%	(66%, 67%) (15%, 16%) (14%, 15%) (2%, 3%) (1%, 2%) (9%, 9%) (1%, 1%) (1%, 2%)
Country US Resident / Citizen International	94% 6%	(94%, 94%) (6%, 6%)
Residence Campus residence hall Fraternity / sorority house Other campus housing Off-campus / non-university housing Parent or guardian's home Other	27% 1% 7% 37% 25% 4%	(26%, 27%) (1%, 1%) (7%, 7%) (36%, 37%) (25%, 26%) (3%, 4%)
Academic level Associates Bachelors Masters JD MD PhD or equivalent Other Non-degree	27% 54% 9% 0% 1% 3% 3% 2%	(27%, 28%) (53%, 54%) (9%, 9%) (0%, 0%) (1%, 1%) (3%, 3%) (3%, 3%) (2%, 2%)
Age 18-22 23-25 26-30 31+	61% 12% 10% 17%	(61%, 62%) (12%, 12%) (10%, 10%) (16%, 17%)
Highest educational attainment of either parent Less than high school degree High school degree College degree Graduate degree	7% 29% 38% 26%	(6%, 7%) (28%, 29%) (38%, 39%) (26%, 27%)
Current financial situation Always stressful Often stressful Stressful Rarely stressful Never stressful	20% 27% 34% 14% 5%	(20%, 20%) (27%, 28%) (33%, 34%) (14%, 15%) (4%, 5%)

Respondent Characteristics

MEASURE	All Students	95% CONFIDENCE INTERVAL
Financial situation growing up		
Always stressful	16%	(16%, 17%)
Often stressful	20%	(20%, 21%)
Stressful	27%	(27%, 28%)
Rarely stressful	24%	(23%, 24%)
Never stressful	12%	(12%, 13%)
Sexual orientation		
Heterosexual	76%	(75%, 76%)
Bisexual	12%	(12%, 12%)
Gay / lesbian	3%	(3%, 3%)
Queer	4%	(4%, 4%)
Questioning	3%	(2%, 3%)
Self-identify	2%	(2%, 2%)

Mental Health Measures

Positive Mental Health Flourishing Scale (8-56)	43.2	(43.1, 43.3)
Depression (PHQ-9)		
Overall score (0-27)	8.7	(8.6, 8.8)
In moderate range (10-14)	18%	(17%, 18%)
In moderately severe range (15-19)	11%	(10%, 11%)
In severe range (20-27)	7%	(6%, 7%)
Major depression (positive screen)	19%	(19%, 20%)
Other depression (positive screen)	19%	(19%, 20%)
Depression overall	38%	(38%, 39%)
Impairment from depression (1)		
Not difficult at all	24%	(24%, 25%)
Somewhat difficult	55%	(54%, 55%)
Very difficult	15%	(15%, 15%)
Extremely difficult	6%	(6%, 6%)
Generalized anxiety (GAD-7)		
Overall score (0-21)	7.7	(7.7, 7.8)
In moderate range (10-14)	18%	(18%, 18%)
In severe range (15-21)	16%	(16%, 16%)
Probable anxiety disorder (positive screen)	34%	(33%, 35%)
Depression/Anxiety		
Depression or anxiety disorder	47%	(46%, 47%)
Disordered eating and body image		
Probable eating disorder (3+ on SCOFF)	13%	(13%, 13%)
Need to be very thin to feel good about self	28%	(27%, 28%)
Think you are very underweight	2%	(1%, 3%)
Academic impairment from mental health, past 4 weeks (2)		
None	23%	(23%, 24%)
1-2 days	32%	(31%, 32%)
3-5 days	24%	(23%, 24%)
6 or more days	21%	(21%, 22%)

(1) How difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

(2) How many days have you felt that emotional or mental difficulties have hurt your academic performance?

Self-Injury and Suicide

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Non-suicidal self-injury, past year</i>		
Any	26%	(25%, 26%)
Cutting self	6%	(5%, 6%)
Burning self	2%	(2%, 2%)
Punching or banging self	10%	(10%, 10%)
Scratching self	10%	(9%, 10%)
Pulling one's hair	8%	(8%, 9%)
Biting self	5%	(5%, 5%)
Interfering with wound healing	9%	(8%, 9%)
Carving words or symbols in skin	1%	(1%, 1%)
Rubbing sharp objects on skin	3%	(3%, 3%)
Punching or banging wall or object	8%	(7%, 8%)
Other	2%	(2%, 2%)
<i>Suicidality</i>		
Seriously thought about attempting suicide, past year	13%	(13%, 13%)
Made a plan for attempting suicide, past year	6%	(6%, 7%)
Attempted suicide, past year	2%	(1%, 2%)

Previous Diagnoses of Mental Disorders

MEASURE	All Students	95% CONFIDENCE INTERVAL
Mental disorders Any	50%	(50%, 51%)
Depression or mood disorder Any Major depression Dysthymia Premenstrual dysphoric disorder	33% 18% 3% 1%	(32%, 33%) (17%, 18%) (3%, 3%) (1%, 1%)
Bipolar and related disorders Any Bipolar I disorder Bipolar II disorder Cyclothymic disorder	4% 2% 2% 0%	(4%, 5%) (1%, 2%) (2%, 2%) (0%, 0%)
Anxiety disorder Any Generalized anxiety disorder Panic disorder Agoraphobia Specific phobia Social anxiety disorder or social phobia	39% 32% 6% 1% 1% 9%	(39%, 40%) (31%, 32%) (6%, 6%) (0%, 1%) (1%, 1%) (9%, 9%)
Obsessive-compulsive or related disorders Any Obsessive-compulsive disorder	6% 5%	(6%, 7%) (5%, 5%)
Trauma and stressor related disorders Any Posttraumatic stress disorder Acute stress disorder	12% 10% 1%	(11%, 12%) (10%, 11%) (1%, 1%)
Psychotic disorder Any Schizophrenia	1% 0%	(1%, 1%) (0%, 0%)
Neurodevelopmental disorder or intellectual disability Any ADHD Other intellectual disability Autism spectrum disorder	14% 12% 1% 3%	(13%, 14%) (11%, 12%) (0%, 1%) (3%, 3%)
Eating disorder Any Anorexia nervosa Bulimia nervosa Binge eating disorder	5% 2% 1% 2%	(5%, 5%) (2%, 2%) (1%, 1%) (1%, 2%)
Personality disorder Any	2%	(2%, 2%)
Substance abuse disorder Any Alcohol abuse disorder Opioid Use Disorder	2% 1% 1%	(2%, 3%) (1%, 2%) (1%, 1%)

Health Behaviors and Lifestyle

MEASURE	All Students	95% CONFIDENCE INTERVAL
Substance use, past 30 days		
Cigarettes	7%	(7%, 8%)
Vape pen or E-Cigarette	17%	(16%, 17%)
Marijuana	19%	(19%, 20%)
Cocaine	0%	(0%, 1%)
Heroin	0%	(0%, 0%)
Opioid pain relievers without a prescription or more than prescribed	0%	(0%, 0%)
Benzodiazepenes	0%	(0%, 0%)
Methamphetamines	0%	(0%, 0%)
Other stimulants without a prescription or more than prescribed	1%	(1%, 1%)
MDMA (also known as Ecstasy or Molly)	0%	(0%, 0%)
Ketamine (also known as K, Special K)	0%	(0%, 0%)
LSD (also known as acid)	0%	(0%, 0%)
Psilocybin (also known as magic mushrooms, boomers, shrooms)	1%	(1%, 1%)
Kratom	0%	(0%, 0%)
Athletic performance enhancers (anything that violates policies set by school or any athletic governing body)	0%	(0%, 0%)
Other drugs without a prescription	0%	(0%, 0%)
In the past 2 weeks, about how many times did you have 4 [female]/5 [male]/4 or 5 [not female or male] or more alcoholic drinks in a row? (1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)		
More than one time	25%	(25%, 26%)
More than 3 times	7%	(7%, 7%)

Attitudes and Beliefs about Services

...think less of someone who has received mental health treatment.		
I...	7%	(7%, 8%)
Most people...	41%	(40%, 41%)
I know where to go to access resources.		
Agree or strongly agree	75%	(74%, 75%)

Help-Seeking

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Think you needed help for emotional or mental health problems, past year</i>		
Strongly agree	27%	(27%, 28%)
Agree	20%	(19%, 20%)
Somewhat agree	18%	(17%, 18%)
Somewhat disagree	6%	(6%, 6%)
Disagree	14%	(14%, 15%)
Strongly disagree	15%	(15%, 15%)
<i>Psychotropic medication use</i>		
Any, current	26%	(26%, 27%)
Psychostimulants	7%	(7%, 8%)
Anti-depressants	22%	(22%, 23%)
Anti-psychotics	2%	(2%, 2%)
Anti-anxiety	10%	(10%, 11%)
Mood stabilizers	4%	(3%, 4%)
Other	3%	(3%, 3%)
<i>Prescriber (among those with any past-year medication use)</i>		
General practitioner/nurse practitioner/primary care physician	63%	(62%, 64%)
Psychiatrist	35%	(34%, 36%)
Other type of health provider	3%	(3%, 4%)
No prescription	3%	(3%, 3%)
Don't know	2%	(2%, 2%)
<i>Discussed medication with provider, past year (among those with medication use)</i>		
Not at all	8%	(8%, 9%)
1-2 times	38%	(37%, 39%)
3-5 times	27%	(27%, 28%)
More than 5 times	23%	(22%, 24%)
<i>Whom you would talk to, if you were experiencing serious emotional distress</i>		
Professional clinician	35%	(35%, 36%)
Roommate	13%	(13%, 14%)
Friend (who is not a roommate)	42%	(42%, 43%)
Significant other	36%	(35%, 36%)
Family member	46%	(45%, 46%)
Religious counselor / other religious contact	8%	(8%, 8%)
Support group	4%	(4%, 4%)
Other non-clinical source	2%	(1%, 2%)
No one	11%	(10%, 11%)
<i>Therapy or counseling for mental health</i>		
Past year	36%	(35%, 36%)
Current	18%	(18%, 19%)
<i>Visits in past year, among those with any</i>		
1-3	33%	(33%, 34%)
4-6	19%	(19%, 20%)
7-9	14%	(13%, 14%)
More than 10	7%	(7%, 8%)
<i>Use of specific providers for therapy or counseling for mental health</i>		
Campus Provider A	29%	(28%, 29%)
Campus Provider B	4%	(4%, 4%)
Psychiatric emergency services	3%	(3%, 3%)
Inpatient psychiatric hospital	5%	(4%, 5%)
Partial hospitalization program	2%	(2%, 2%)
Provider in the local community (not on campus)	32%	(32%, 32%)
Provider in another location (such as hometown)	43%	(42%, 43%)
Other	9%	(8%, 9%)

Help-Seeking

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Any medication or therapy for mental health</i> Past year Current	47% 35%	(47%, 48%) (34%, 35%)
<i>Any medication or therapy, among those with positive depression or anxiety screen</i> Past year Current	61% 48%	(60%, 62%) (47%, 48%)
<i>Received counseling or support for mental health from these sources, past year</i> Roommate Friend (other than roommate) Significant other Family member Religious contact Support group Other non-clinical source None of the above	12% 39% 31% 39% 5% 3% 1% 33%	(12%, 12%) (38%, 39%) (31%, 32%) (38%, 39%) (5%, 6%) (2%, 3%) (1%, 1%) (33%, 34%)
<i>How helpful, overall, do you think the medication(s) was or has been for your mental or emotional health?</i> Very helpful Helpful Somewhat helpful Not helpful	42% 30% 21% 7%	(41%, 43%) (29%, 31%) (20%, 22%) (7%, 8%)
<i>How helpful, overall, do you think therapy or counseling was or has been for your mental or emotional health?</i> Very helpful Helpful Somewhat helpful Not helpful	36% 27% 23% 13%	(36%, 37%) (27%, 28%) (23%, 24%) (12%, 13%)

Satisfaction with Therapy, Campus Providers

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Convenient hours</i>		
Very dissatisfied	3%	(2%, 3%)
Dissatisfied	5%	(4%, 5%)
Somewhat dissatisfied	8%	(7%, 8%)
Somewhat satisfied	19%	(18%, 20%)
Satisfied	41%	(40%, 43%)
Very satisfied	24%	(23%, 25%)
<i>Location</i>		
Very dissatisfied	1%	(1%, 2%)
Dissatisfied	2%	(1%, 2%)
Somewhat dissatisfied	3%	(3%, 4%)
Somewhat satisfied	12%	(11%, 13%)
Satisfied	48%	(46%, 49%)
Very satisfied	34%	(33%, 36%)
<i>Quality of therapists</i>		
Very dissatisfied	3%	(3%, 4%)
Dissatisfied	5%	(4%, 6%)
Somewhat dissatisfied	7%	(6%, 7%)
Somewhat satisfied	17%	(16%, 19%)
Satisfied	33%	(32%, 34%)
Very satisfied	34%	(33%, 36%)
<i>Respect for privacy concerns</i>		
Very dissatisfied	1%	(1%, 2%)
Dissatisfied	1%	(1%, 1%)
Somewhat dissatisfied	2%	(2%, 2%)
Somewhat satisfied	8%	(7%, 8%)
Satisfied	40%	(38%, 41%)
Very satisfied	49%	(47%, 50%)
<i>Scheduling appointments w/o long delays</i>		
Very dissatisfied	5%	(4%, 6%)
Dissatisfied	5%	(5%, 6%)
Somewhat dissatisfied	7%	(7%, 8%)
Somewhat satisfied	14%	(13%, 15%)
Satisfied	35%	(34%, 37%)
Very satisfied	33%	(31%, 34%)
<i>Respect and consideration for my cultural background</i>		
Very dissatisfied	1%	(1%, 2%)
Dissatisfied	1%	(1%, 1%)
Somewhat dissatisfied	2%	(1%, 2%)
Somewhat satisfied	9%	(8%, 9%)
Satisfied	40%	(39%, 41%)
Very satisfied	47%	(46%, 49%)

Note: the confidence intervals are wide for these numbers, because the sample sizes are small (these questions were only asked of service users).

Satisfaction with Therapy, Non-Campus Providers

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Convenient hours</i>		
Very dissatisfied	3%	(2%, 3%)
Dissatisfied	4%	(3%, 4%)
Somewhat dissatisfied	7%	(6%, 7%)
Somewhat satisfied	20%	(19%, 21%)
Satisfied	40%	(39%, 42%)
Very satisfied	26%	(25%, 27%)
<i>Location</i>		
Very dissatisfied	3%	(2%, 3%)
Dissatisfied	3%	(3%, 4%)
Somewhat dissatisfied	6%	(5%, 6%)
Somewhat satisfied	16%	(16%, 17%)
Satisfied	41%	(40%, 42%)
Very satisfied	31%	(30%, 32%)
<i>Quality of therapists</i>		
Very dissatisfied	5%	(4%, 5%)
Dissatisfied	6%	(5%, 6%)
Somewhat dissatisfied	8%	(7%, 8%)
Somewhat satisfied	16%	(16%, 17%)
Satisfied	30%	(29%, 31%)
Very satisfied	35%	(34%, 36%)
<i>Respect for privacy concerns</i>		
Very dissatisfied	3%	(2%, 3%)
Dissatisfied	2%	(2%, 2%)
Somewhat dissatisfied	3%	(3%, 3%)
Somewhat satisfied	10%	(9%, 10%)
Satisfied	36%	(35%, 37%)
Very satisfied	47%	(46%, 48%)
<i>Scheduling appointments w/o long delays</i>		
Very dissatisfied	4%	(4%, 5%)
Dissatisfied	4%	(4%, 5%)
Somewhat dissatisfied	7%	(6%, 7%)
Somewhat satisfied	15%	(14%, 15%)
Satisfied	34%	(33%, 35%)
Very satisfied	36%	(35%, 37%)
<i>Respect and consideration for my cultural background</i>		
Very dissatisfied	2%	(2%, 2%)
Dissatisfied	1%	(1%, 1%)
Somewhat dissatisfied	2%	(2%, 3%)
Somewhat satisfied	9%	(9%, 10%)
Satisfied	37%	(36%, 38%)
Very satisfied	48%	(47%, 49%)

Barriers and Facilitators to Help-Seeking

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Reasons for receiving no or fewer services for mental health</i>		
I haven't had the chance to go but I plan to.	5%	(4%, 5%)
No need for services	34%	(34%, 35%)
Financial reasons	22%	(22%, 23%)
Not enough time	24%	(24%, 25%)
Not sure where to go	14%	(13%, 14%)
Difficulty finding an available appointment	9%	(9%, 9%)
Prefer to deal with issues on my own or with support from family/friends	19%	(19%, 19%)
Other	4%	(4%, 4%)
No barriers	13%	(13%, 14%)
<i>Reasons for seeking help</i>		
Decided on my own	73%	(73%, 74%)
Friend encouraged or pressured me	16%	(15%, 16%)
Family member encouraged or pressured me	34%	(33%, 34%)
Other person encouraged or pressured me	5%	(4%, 5%)
A campus advisor mandated me to seek help by campus staff	1%	(1%, 1%)
I acquired more information about my options	1%	(1%, 1%)
A campus advisor referred me to seek help	3%	(3%, 3%)
Health professional recommended help	15%	(15%, 16%)
Other reasons	3%	(3%, 3%)
<i>Source of health insurance</i>		
None (uninsured)	8%	(7%, 8%)
Parent's employer	51%	(50%, 52%)
Own employer	11%	(10%, 11%)
Spouse's employer	4%	(4%, 4%)
Student plan	7%	(7%, 8%)
Embassy or other international source	0%	(0%, 0%)
Individual market	3%	(3%, 3%)
Public insurance	15%	(15%, 16%)
Uncertain whether insured	2%	(2%, 2%)
Insured but uncertain of source	4%	(3%, 4%)
<i>Plan provides any coverage for local mental health visits (among those with a plan)</i>		
Yes, it definitely would	34%	(33%, 34%)
I think it would but am not sure	27%	(27%, 28%)
I have no idea	29%	(28%, 30%)
I think it would not but am not sure	7%	(6%, 7%)
No, it definitely would not	3%	(3%, 4%)
<i>Plan meets needs for mental health services (among those with a plan)</i>		
Have not needed plan to cover services	24%	(23%, 25%)
Yes, everything I have needed is covered	30%	(30%, 31%)
No, the coverage is inadequate to meet my needs	8%	(7%, 8%)

Supportiveness of Academic and Social Environment

MEASURE	All Students	95% CONFIDENCE INTERVAL
<i>Talked with any academic personnel about mental health problems affecting performance</i>	15%	(15%, 16%)
<i>Supportiveness of response by academic personnel</i>		
Very supportive	55%	(53%, 56%)
Supportive	38%	(36%, 39%)
Not supportive	5%	(5%, 6%)
Very unsupportive	2%	(2%, 3%)
<i>Whom would you talk to about mental health problems affecting academic performance</i>		
Professor from one of classes	31%	(31%, 32%)
Academic advisor	26%	(25%, 26%)
Another faculty member	6%	(6%, 6%)
Teaching assistant	2%	(1%, 2%)
Student services staff	10%	(10%, 11%)
Dean of Students or Class Dean	3%	(3%, 3%)
Other	4%	(4%, 4%)
No one	33%	(33%, 34%)
<i>Persistence/retention</i>		
Am confident I will finish my degree no matter the challenges	82%	(81%, 82%)

Ethnicity Subcategories

<i>Black</i>		
African	15%	(14%, 16%)
African American	76%	(74%, 77%)
African Caribbean	10%	(9%, 11%)
Afro-Latina/o/x	5%	(4%, 6%)
Other	4%	(3%, 4%)
<i>Asian</i>		
East Asian (eg Chinese, Japanese, Korean, Taiwanese)	37%	(36%, 38%)
Southeast Asian (eg Cambodian, Vietnamese, Hmong)	16%	(15%, 17%)
South Asian (eg Indian, Pakistani, Nepalese, Sri Lankan)	36%	(35%, 37%)
Filipina/o/x	13%	(11%, 14%)
Other	3%	(3%, 4%)
<i>Hispanic</i>		
Mexican/Mexican American	60%	(58%, 61%)
Central American	13%	(12%, 14%)
South American	12%	(11%, 12%)
Caribbean	11%	(10%, 12%)
Spanish/Portuguese	6%	(6%, 7%)
Other	7%	(7%, 8%)