



The Good Student (TGS)

Multi-Site Student Mental Health Study

Overview

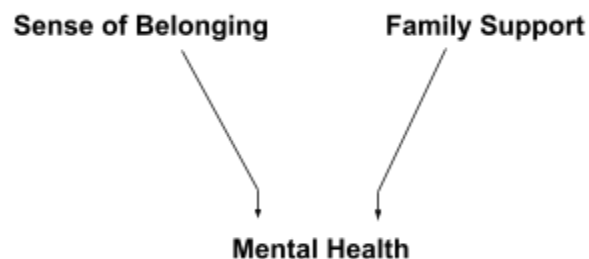
A brief (15–20 minutes), anonymous survey assessing student mental health, well-being, perceived support, mindset, and sense of belonging is designed for multi-site university collaboration. Participants receive immediate personalized feedback with helpful resources. Institutions can tailor resource content and contact information to campus and community services. Designed for low-burden deployment and cross-site comparability using a ready-to-use Qualtrics instrument and IRB forms to streamline university partnerships.

The survey serves as both a student support tool and a scalable research platform. No sensitive identifiers are collected; all data are anonymous.

What We Measure (Validated and Applied Scales)

- Well-Being (WHO-5; Topp et al., 2015)
- Psychological Distress (K6; Kessler et al., 2002)
- Family and Friend Support (MSPSS; Zimet et al., 1988)
- Parent Support (TGS scale; Dorri, 2024)
- Mindset (TGS scale; theory-informed, adapted from prior pilot-tested versions)
- Sense of Belonging (TGS scale; theory-informed, adapted from prior pilot-tested versions)

Conceptual Focus



Primary Analyses

- Belonging → Mental Health
- Family Support → Mental Health

Primary predictors are examined both independently and within multivariable models adjusting for covariates.



The Good Student (TGS)

Multi-Site Student Mental Health Study

Additional Analyses

- Associations with Well-Being
- Models including Friend Support (MSPSS–Friend), Perceived Parent Support (TGS), Growth Mindset (TGS)
- Psychometric properties (e.g., internal consistency, factor structure) of all scales will be evaluated in the multi-site sample
- Comparisons across demographic and academic factors (e.g., gender identity, ethnic/racial background, first-generation status, academic level, GPA, international student status)

Design Features

- Typical setup time: ~1–2 hours (excluding IRB)
- K6 scores are retained in their standard direction for analysis and are inverted for participant-facing feedback
- Standardized 0–4 response format across all measures and scores computed as total scale scores and transformed to a 0–100 metric using scale-specific multipliers for comparability
- Built-in data quality indicators (consent, attention check, etc), clean variable naming, and scoring conventions
- Immediate personalized feedback with locally adaptable university and community resources
- Brief, anonymous, and scalable

Research Value

- Identify key predictors of student mental health
- Explore subgroup differences (e.g., ethnicity, gender identity, first-generation status, academic level, international status)
- Examine associations with academic outcomes (e.g., GPA)
- Compare across campuses
- Generate actionable institutional insights

Collaboration Opportunities

- Each site retains access to its own data
- Sites receive de-identified datasets for cross-institution analyses
- Co-author journal articles, presentations, and reports



The Good Student (TGS)

Multi-Site Student Mental Health Study

Contact

Joseph Dorri, M.A.

Founder & President, The Good Student (501(c)(3) nonprofit)

joe@thegoodstudent.org | www.thegoodstudent.org



Example Qualtrics Survey [Link](#).

Scan this QR code to review the survey template.

Selected References

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition. *Child Development, 78*(1), 246–263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>

Cohen, G. L., & Walton, G. M. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science, 331*(6023), 1447–1451. <https://doi.org/10.1126/science.1198364>

Dorri, J. (2026). *Psychosocial foundations of student mental health: Evidence to inform federal and state education and mental health policy*. Zenodo. <https://zenodo.org/records/18647819>

Dorri, J., Zimbardo, P. G., & Yamamoto, M. (2024, August 7–11). *TGS perceived parent support scale: Reliability and factor analyses* [Poster]. American Psychological Association Convention, United States.

Kessler, R. C., Andrews, G., Colpe, L. J., Hiripi, E., Mroczek, D. K., Normand, S. L. T., Walters, E. E., & Zaslavsky, A. M. (2002). Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological Medicine, 32*(6), 959–976. <https://doi.org/10.1017/S0033291702006074>

Topp, C. W., Østergaard, S. D., Søndergaard, S., & Bech, P. (2015). The WHO-5 well-being index: A systematic review of the literature. *Psychotherapy and Psychosomatics, 84*(3), 167–176. <https://doi.org/10.1159/000376585>

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment, 52*(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2