



INDIANA UNIVERSITY

OFFICE OF THE VICE PROVOST
FOR UNDERGRADUATE EDUCATION

Bloomington

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Happiness in Student Experiences

Executive Summary & Overview

1. Section 1: Background
2. Section 2: Survey Findings
3. Section 3: Recommendations



SECTION 1

Background

Background

- National Survey of Student Engagement (NSSE Pulse)
 - Self-report survey of students’
 - Quality of interactions
 - Sense of belonging
 - Feelings of support for well-being and academic success
- Inspiration for the project:
 - Focusing on “the variability of student” and “quality of student experiences”
 - Consideration of overall happiness and well-being

Motivation for Project

- 2016 RAND study:
 - 40,000 college students surveyed
 - 1 in 5 students reported serious mental health issues
 - only 20% of those students engaged in mental health services either on or off campus.
- 2018 American College Health Foundation study:
 - 41% of students reported feeling so depressed that it was difficult to function
 - 62% reported feeling overwhelming anxiety
- Even before the COVID-19 pandemic began, mental health problems in college students were on the rise, and the pandemic only exacerbated these pre-existing issues
 - TimelyMD survey:
 - 85% of students reported experiencing increased stress and/or anxiety as a result of COVID-19
 - Top 3 causes of stress and anxiety related to academics:
 - 72% feel uncertainty about the future of their education
 - 61% fear falling behind in their coursework
 - 60% have experienced struggles with remote learning

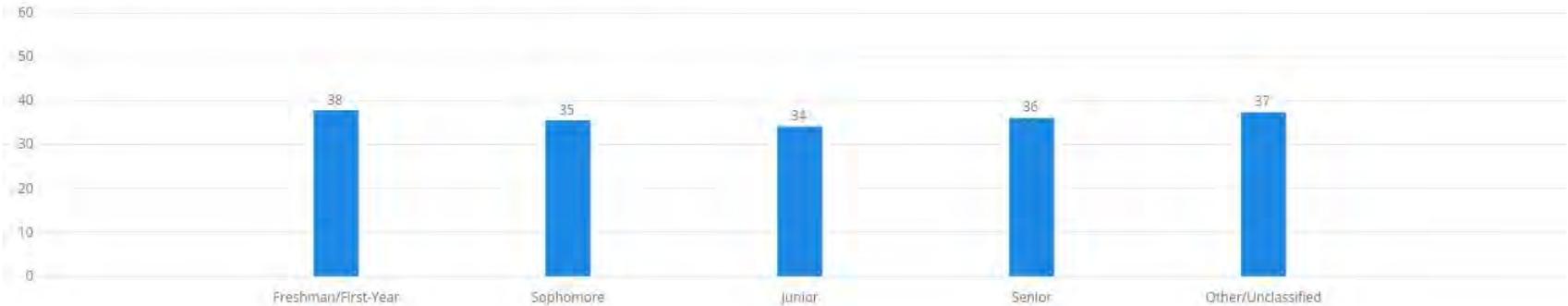


SECTION 2

Survey Findings

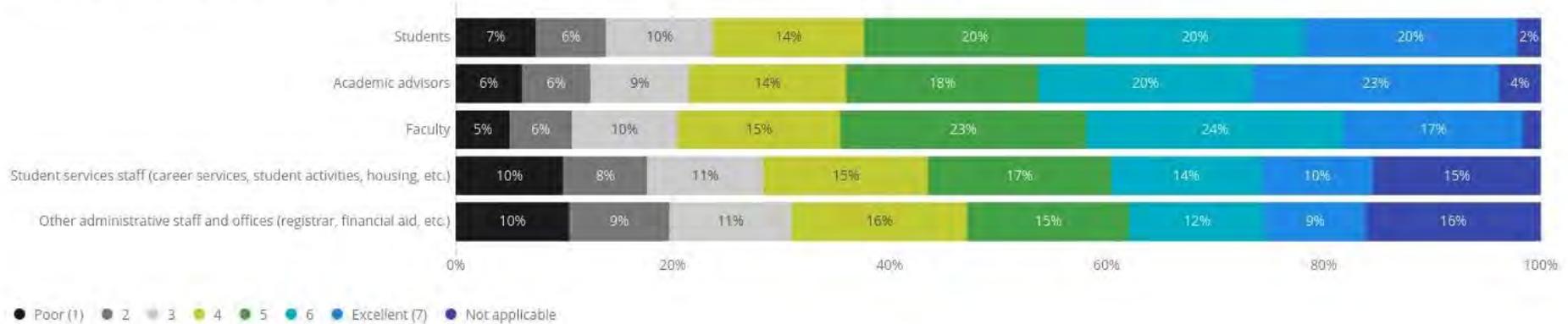
Quality of Interactions

Quality of Interactions: Average Scale Score by Class Level ⓘ 3,625 Responses



Quality of Interactions

Quality of Interactions Items: Indicate the quality of your interactions with the following people at this institution. 3,796 Responses



Student Quotes

“The intensity of some teachers and their workload and school-life balance” -Student

“Professors have made the schoolwork much more intense than any other semester. I had to drop one of my five classes because I was drowning. Please encourage them to not give out busy work or think about the fact that we have other classes.” -Student

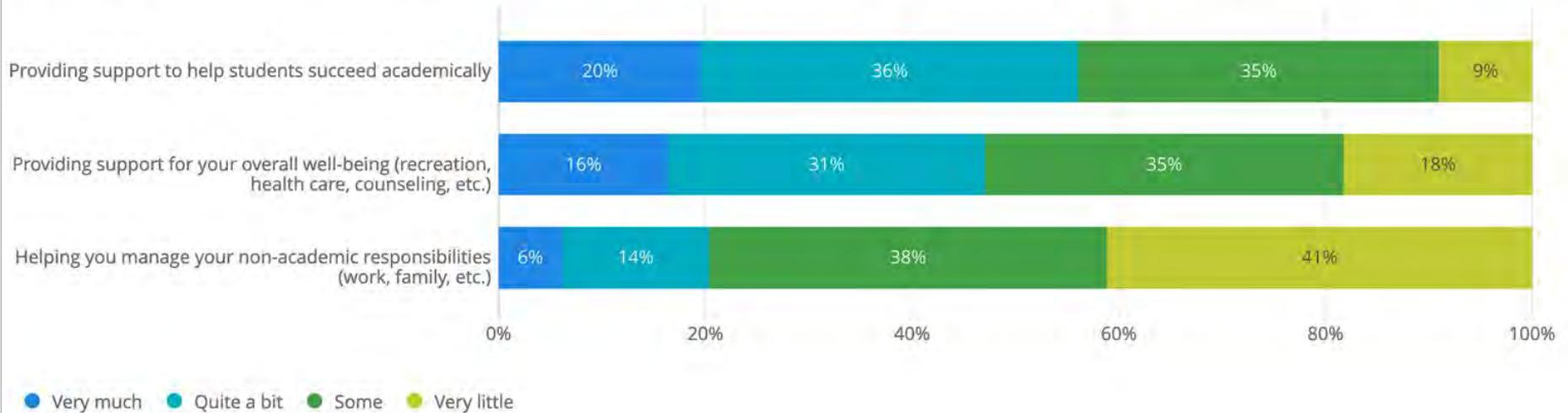
“The universities indifference towards student mental health” - Student

“Professors who do not acknowledge the complexity of the current world situation and instead carry on class expectations without consideration.” - Student



Support for Well-Being & Academic Success: Graph

Support for Well-Being & Academic Success: How much does this institution emphasize the following? 3,802 Responses



Graph Interpretation

- IU = successful academic institution, but has room to grow in providing well-being and non-academic support
- IU is an academic institution, a community, and “home” to many students
- IU’s first Bicentennial Priority is “A Commitment to Student Success”
 - Uses academic indicators, such as degree completion and affordability, as its measurement for success.
 - New measurement for success that incorporates students well-being and community support.

Survey Question:	Percentage of students who responded “Very much” and “Quite a bit”
Support for academic success	56%
Support for <i>overall well-being</i>	47%
Support for <i>non-academic responsibilities</i>	20%



The most disappointing matter about your experience at the institution

Most Disappointing: What has been most disappointing about your experience so far at this institution?



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Student Quotes

- *“Online classes has hurt my mental health badly. I used to never be stressed or anxious but now I always am. I feel like I am drowning in academic and personal struggles.”*
- *“Student culture is very exclusive/elitist and even somewhat antisocial in my department.”*
- *“Connections with other students in class is impossible unless we are in small groups.”*
- *“Online coursework and the feeling of being left out to dry when dealing with technology issues. The classes are not of the same caliber, and there is much more responsibility on the student as opposed to the prof.”*
- *“Professors expecting too much out of their students this semester, despite having to deal with an entire pandemic.”*



SECTION 3

Recommendations

Moving Forward

- Advocate for more than 2 free CAPs sessions / free sessions for low-income students (collaborate with health center, OVPDEMA)
- Offer courses/workshops on the psychology of happiness where students can learn how to foster internal happiness (similar to “It’s on us”)



Moving Forward

- Survey students' mental health in the OCQ (i.e. creation of MHQ)
- "How anxious or stressed do you feel about passing the class"
- "Do you feel the interactions with the professors to be meaningful"
- "Do you find teamwork in this class up to your expectations"

- Train faculty and staff on how to minimize unintentional stress on students and encourage interactions between students (e.g. how to assign the appropriate amount of work and increase collaboration)



References:

- 1.American College Health Association. (2018) American College Health Association-National College Health Assessment II: Undergraduate Student Reference Group Data Report Fall 2018. Silver Spring, MD.
- 2.Sontag-Padilla, L. et. al. (2016) Factors Affecting Mental Health Service Utilization Among California Public College and University Students. RAND Corporation.
- 3.TimelyMD. (2020, September 11). College Students' Mental Health Continues to Suffer from COVID-19. Timely Telehealth, LLC.
- 4.Trustees of Indiana University. (2020) National Survey of Student Engagement (NSSE Pulse) [Data Set]. Center for Postsecondary Research Indiana University.



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Thanks for listening! Any Questions?



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