

# College Student Well-being and Academic Success: Framing the Challenge for the Next Decade

Presented by

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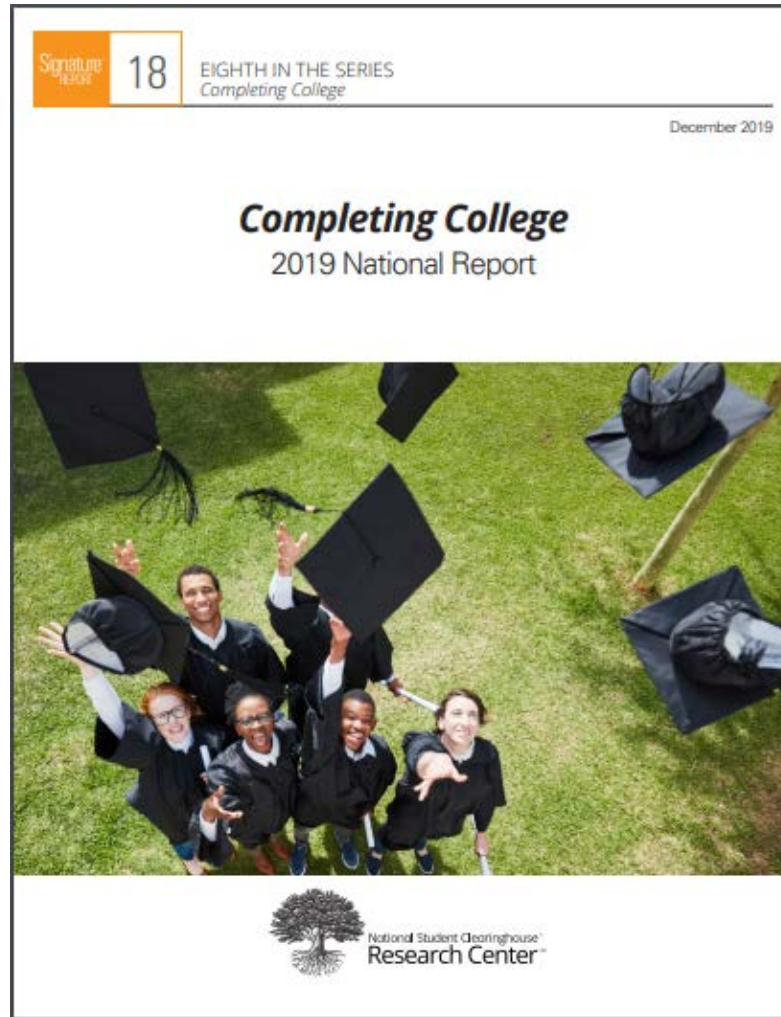
**Utah System of Higher Education  
Student Safety Forum**

University of Utah  
Alumni House  
January 24, 2020



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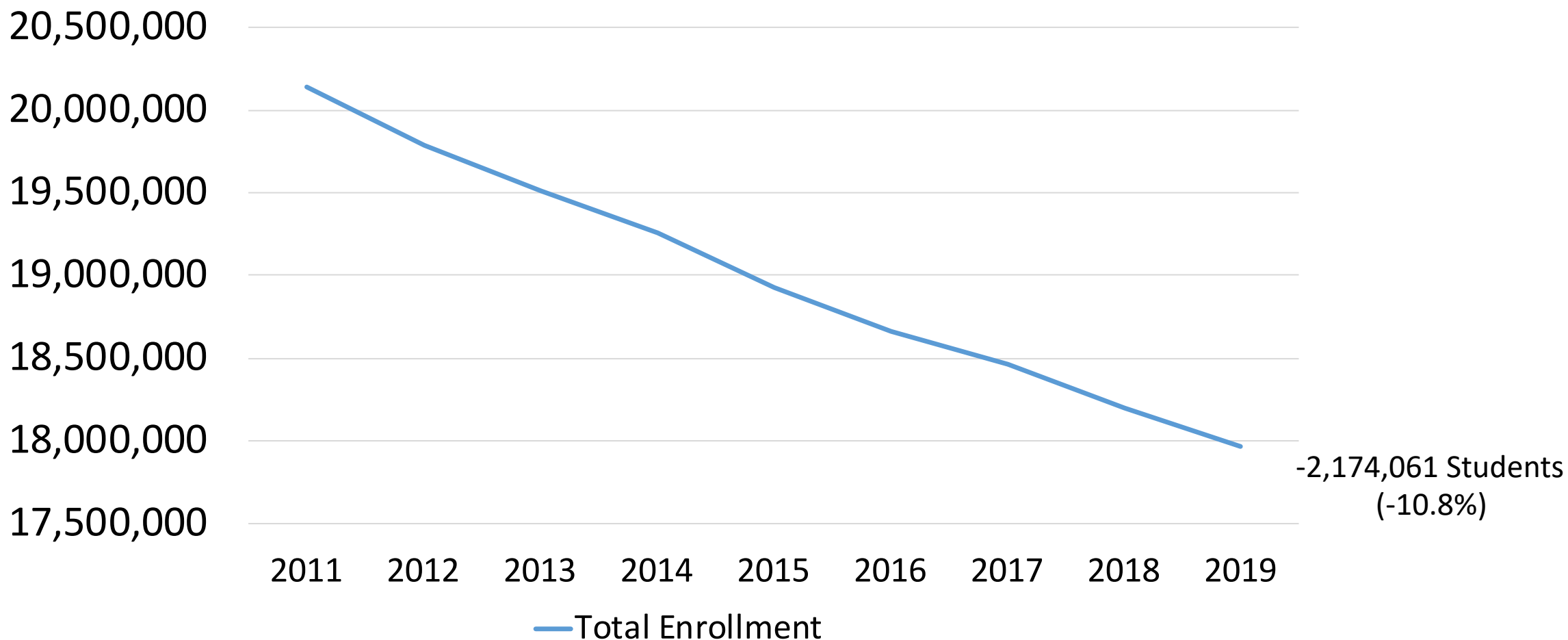
# Enrollment



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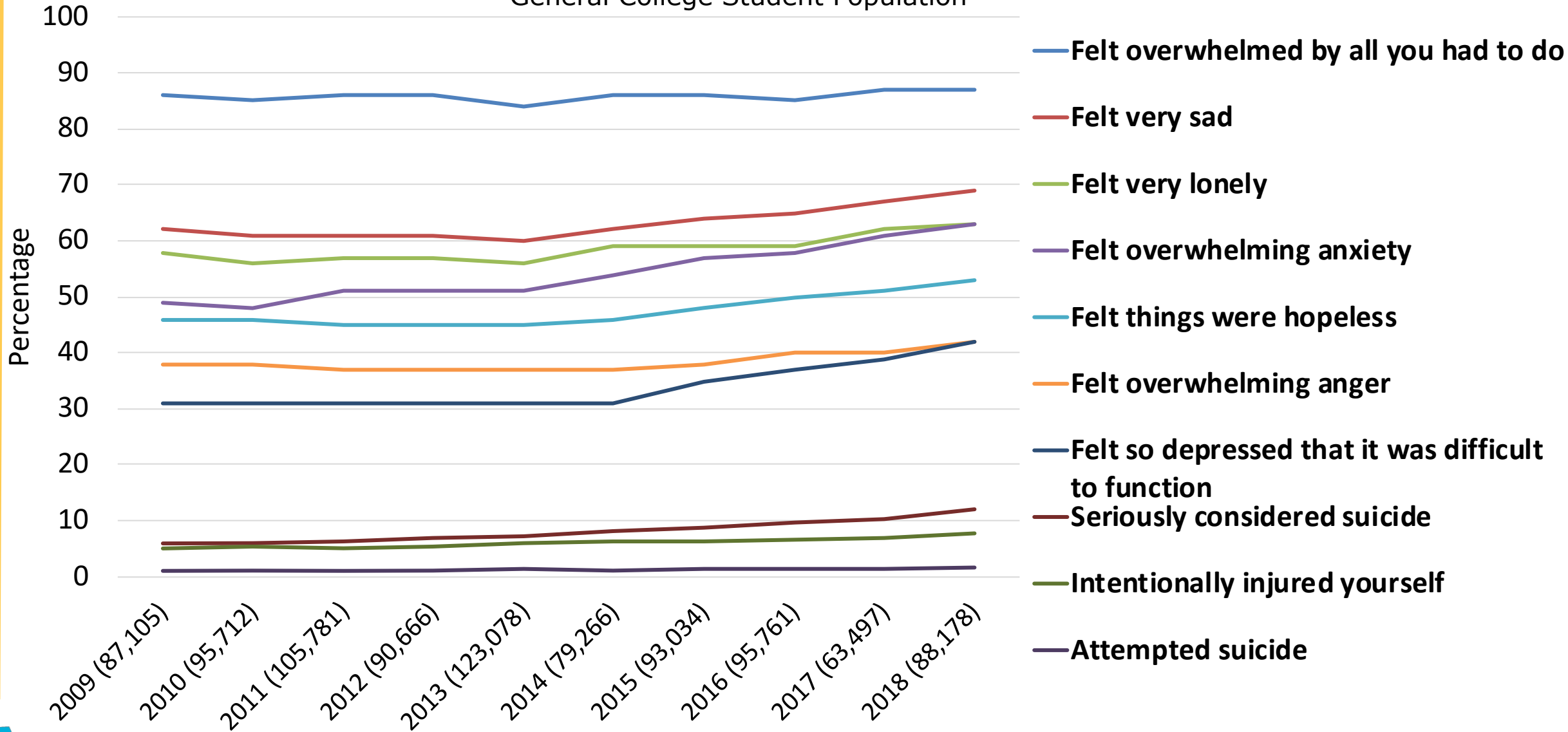
Shapiro, D., Ryu, M., Huie, F., Liu, Q., and Zheng, Y. (December 2019), *Completing College 2019 National Report* (Signature Report 18), Herndon, VA: **National Student Clearinghouse Research Center**.

## A decade of declining enrollment



# National College Health Assessment

General College Student Population

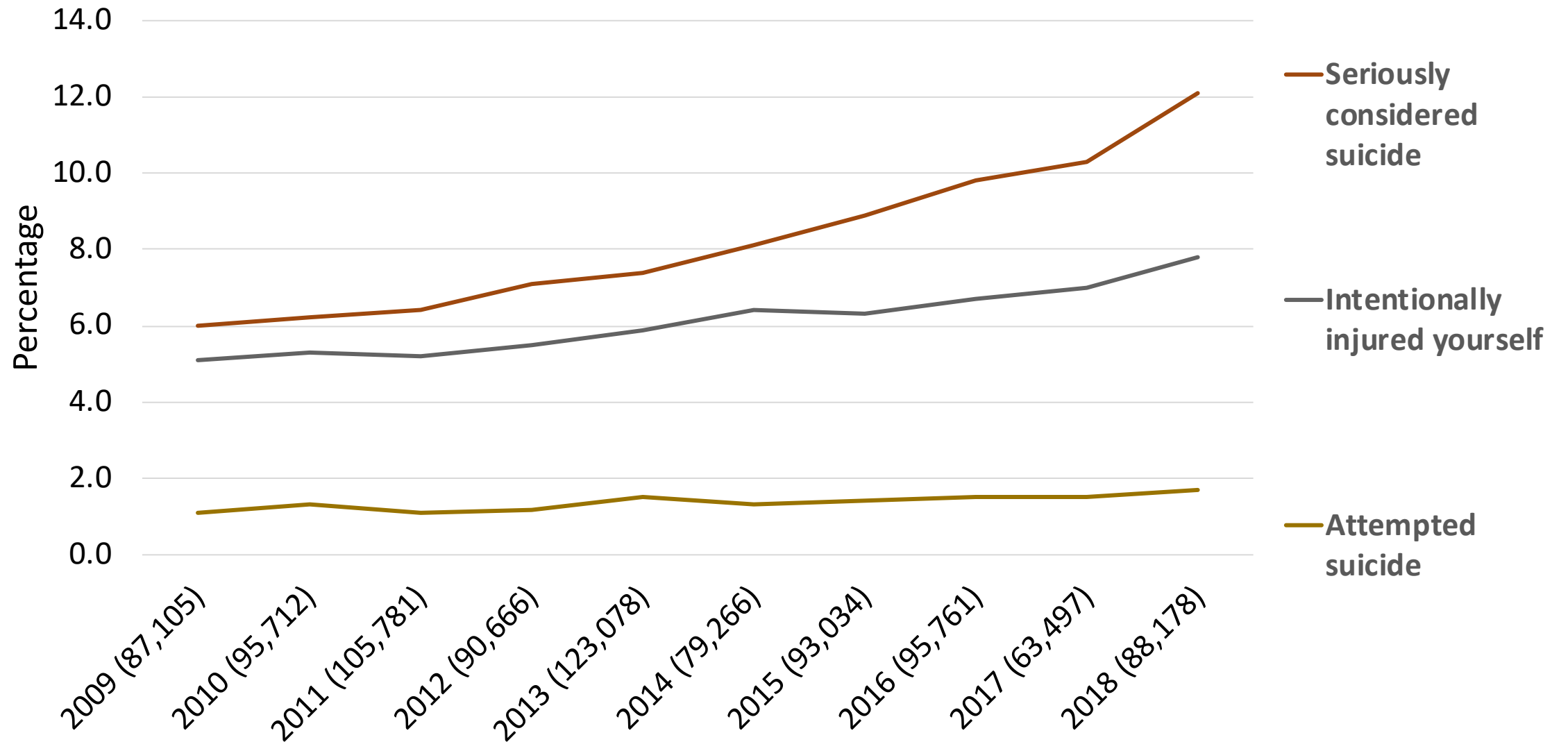


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American College Health Association. *American College Health Association-National College Health Assessment II: Reference Group Executive Summary Spring 2018*. Hanover, MD: American College Health Association; 2018.

# National College Health Assessment

General College Student Population



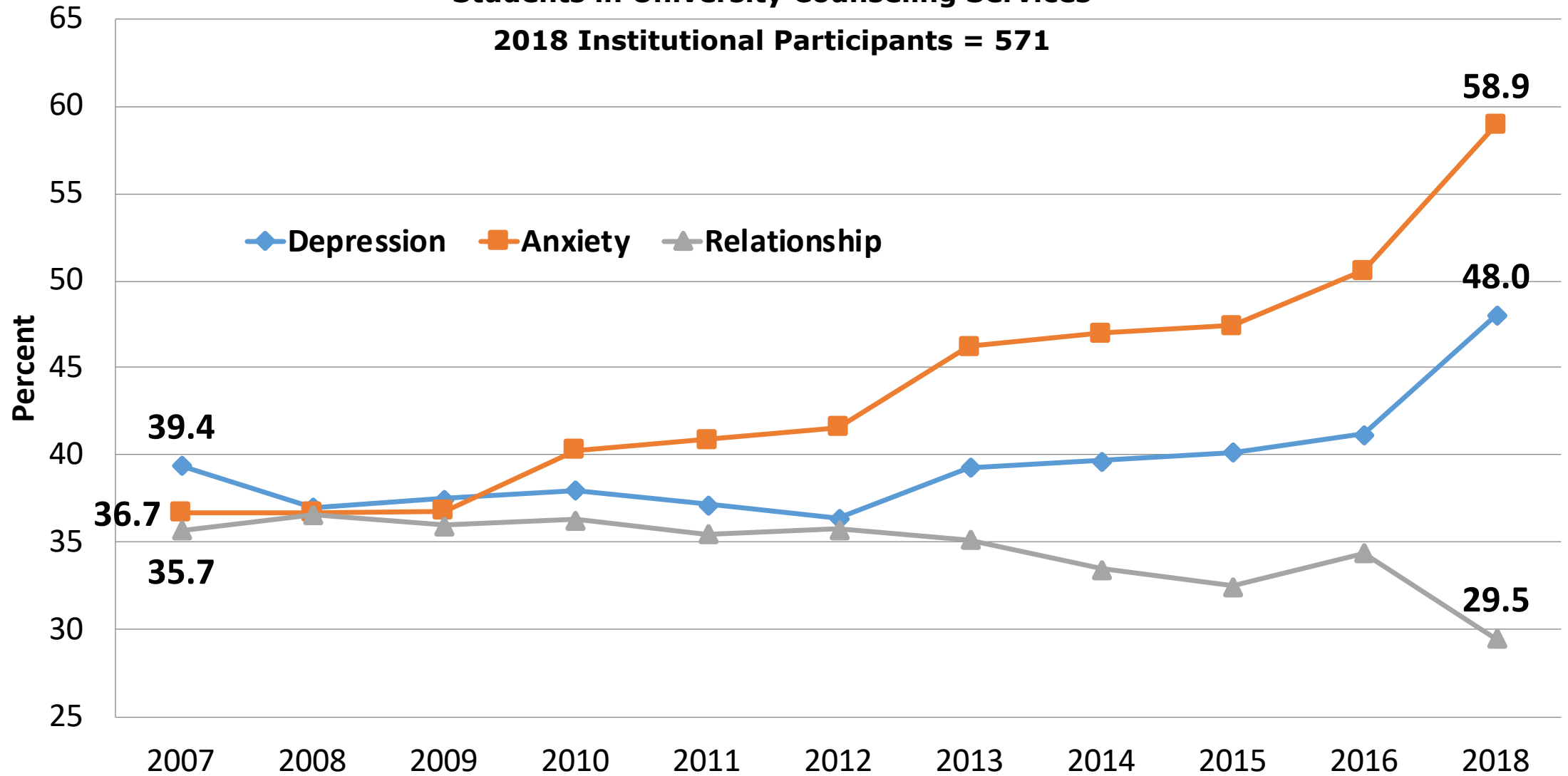
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American College Health Association. *American College Health Association-National College Health Assessment II: Reference Group Executive Summary Spring 2018*. Hanover, MD: American College Health Association; 2018.

# Most Frequent Mental Health Concerns

Students in University Counseling Services

2018 Institutional Participants = 571



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LeViness, P., Bershada, C., Gorman, K., Braun, L., & Murray, T. (2018). *The 2017 Association for University and College Counseling Center Directors Annual Survey*. CO: AUCCCD

# Social Anxiety

“I don’t talk on the phone”

“I can’t say ‘no’ to a salesperson”

“I don’t like to return things to the store”

“I don’t eat in public”

“I don’t use my professors’ office hours”

“I don’t use public bathrooms”

“I get really nervous to raise my hand in class”

“I hate walking into a room when people are already seated”

“I don’t like to work or write in front of others”

“I don’t talk to people I don’t know very well”

“I get really nervous in large groups of people”

“I can’t initiate conversations”

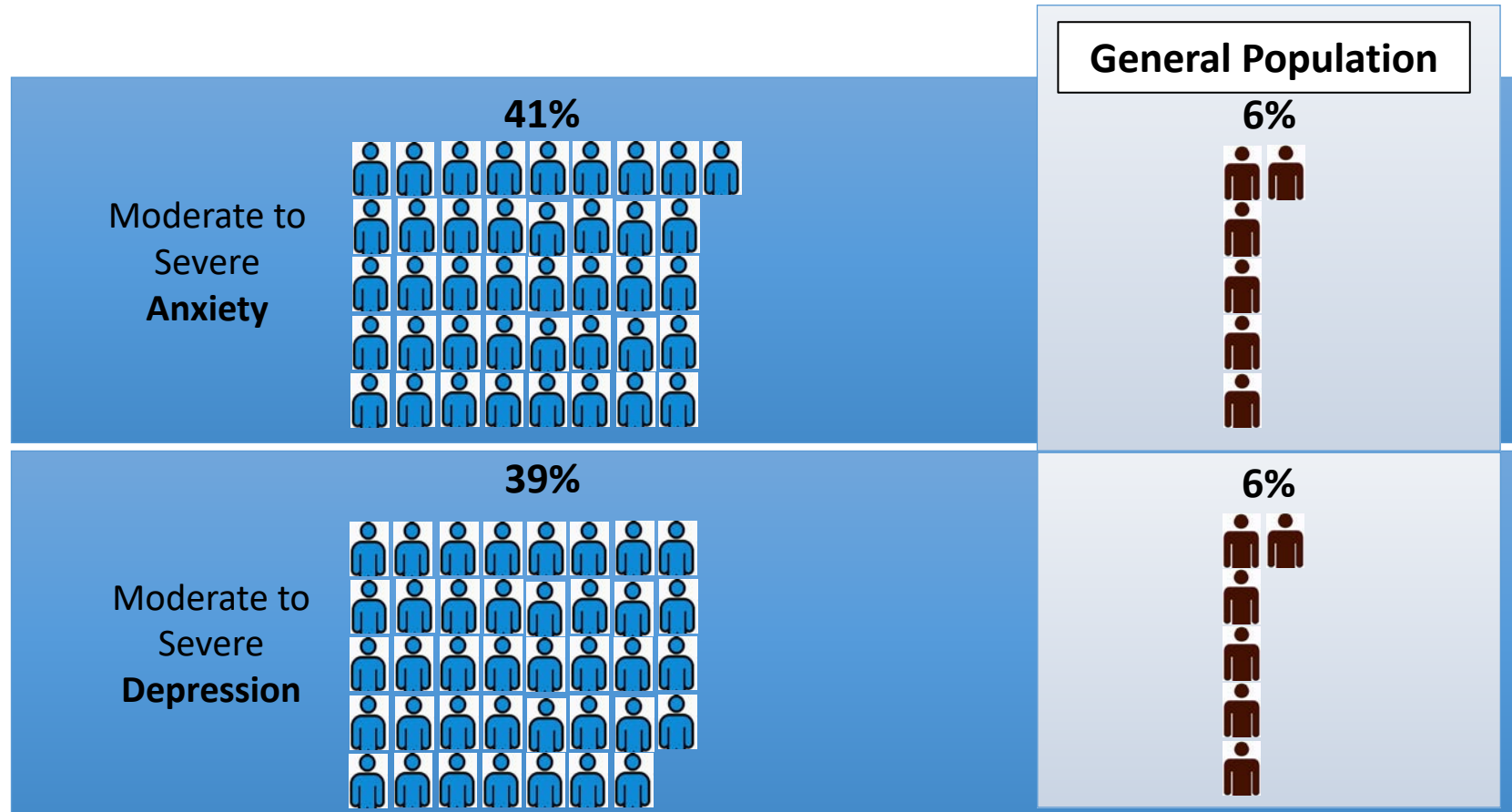
“I am always afraid I will embarrass myself”

“I worry that I will offend or burden others”



# Mental Health Distress Among Graduate Students

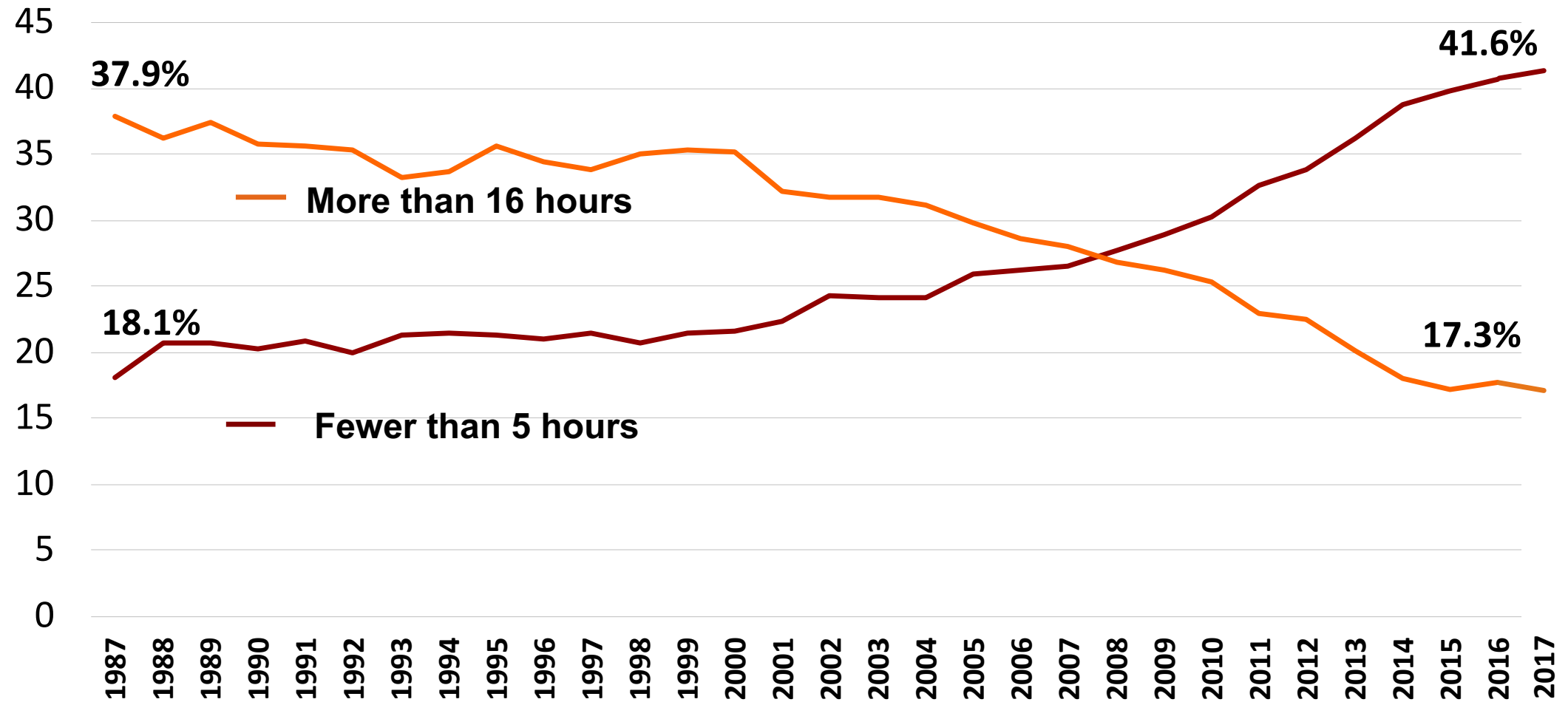
2,279 doctoral (90%) and masters level (10%) students surveyed, representing 26 countries; 234 Institutions



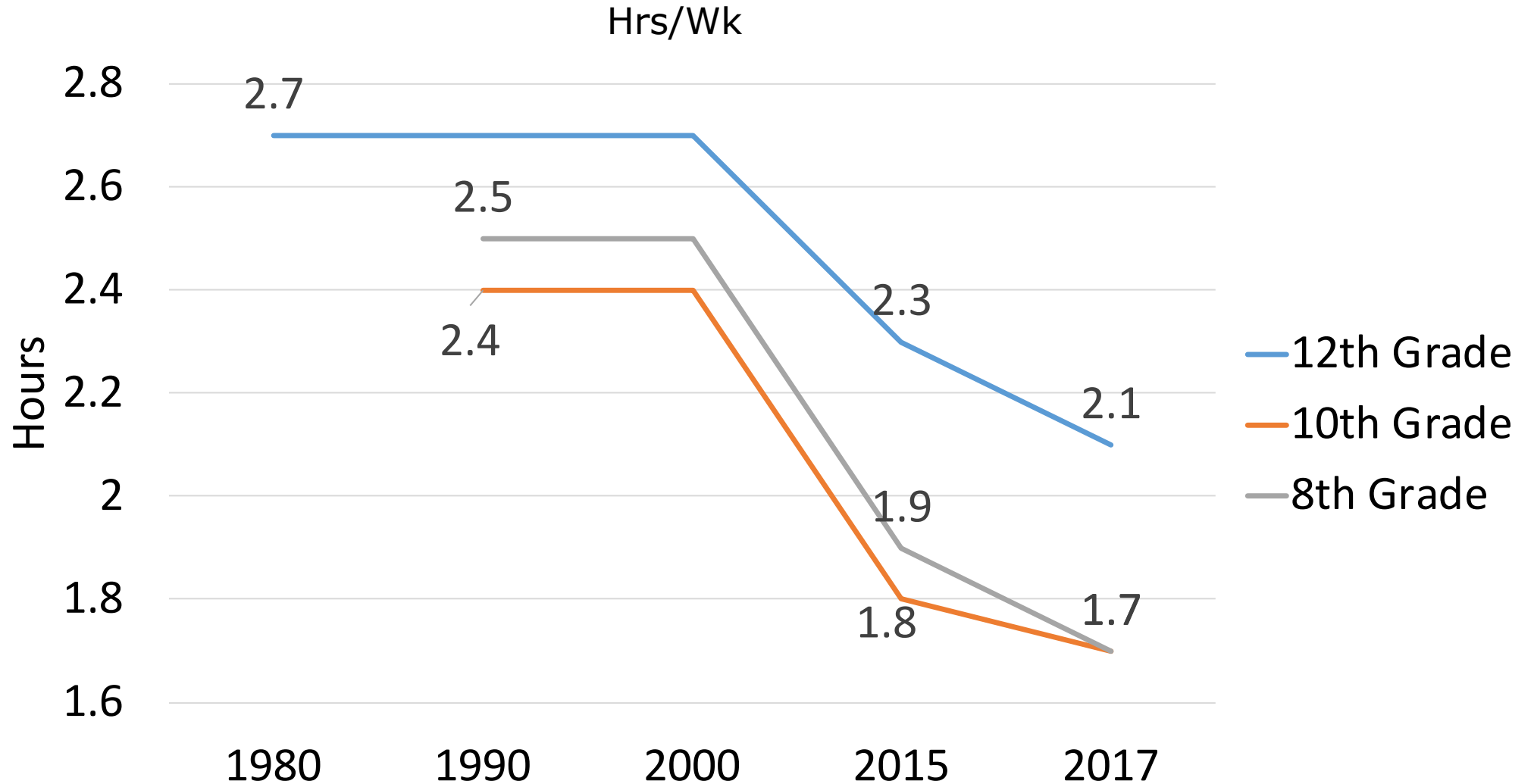


# Why are students increasingly more sad, lonely, and anxious?

Time Spent Socializing with Friends (hrs/wk) – 12th Graders

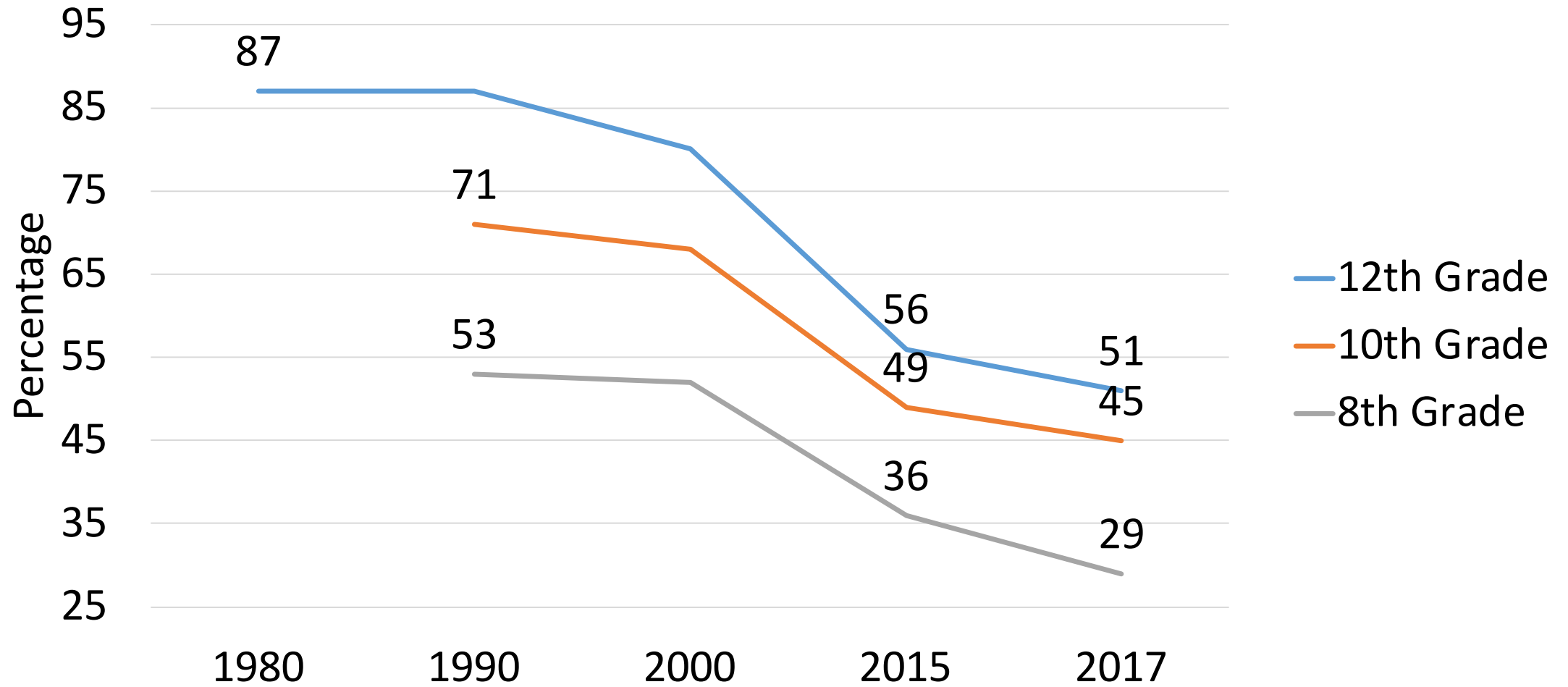


# Time spent going out without parents

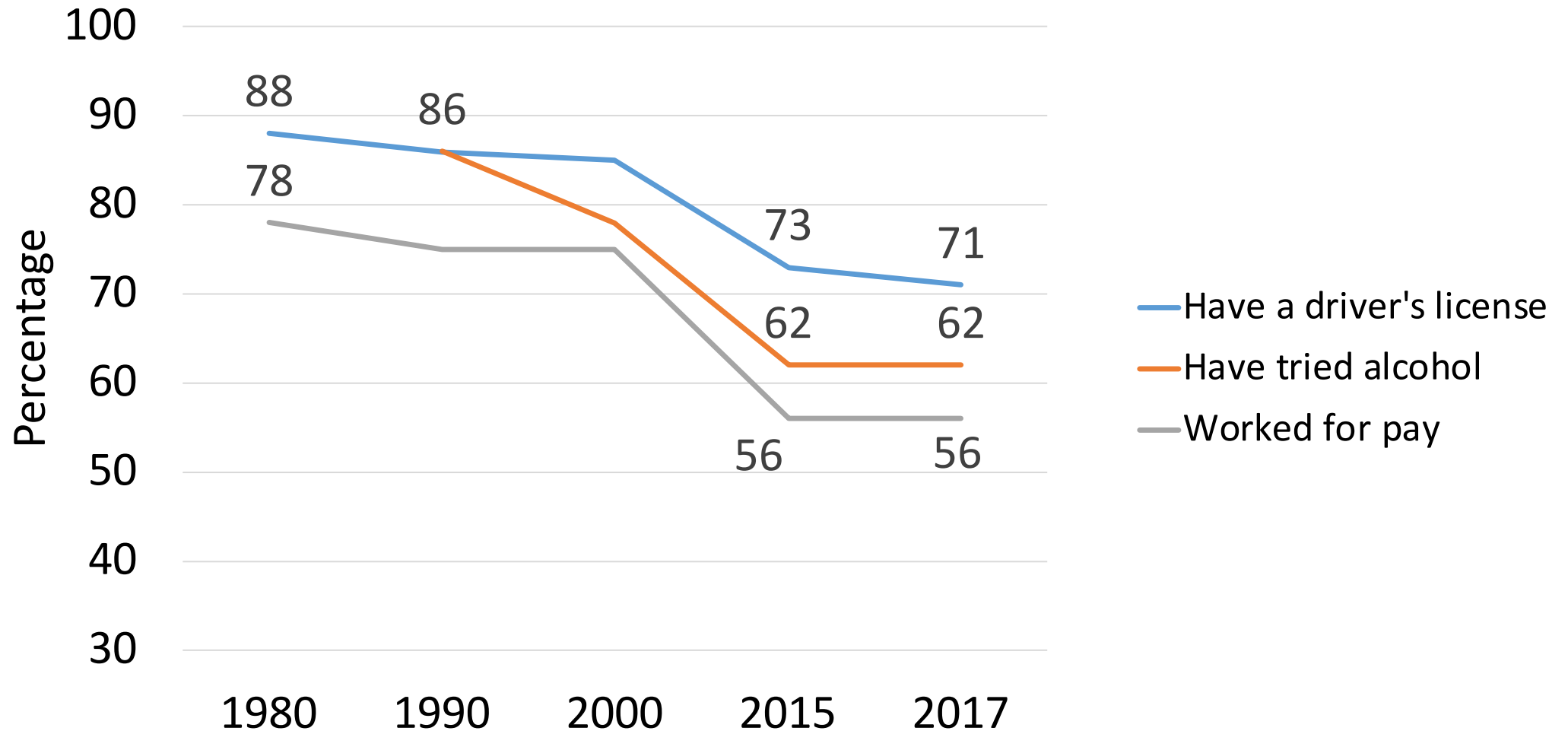


# Percentage of students dating

8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders who have ever go out on a date



## 12<sup>th</sup> Graders engagement in others activities



# 12<sup>th</sup> Graders engagement in others activities

## Participation in High School Sports Registers First Decline in 30 Years

By NFHS on September 05, 2019

*nfhs news*

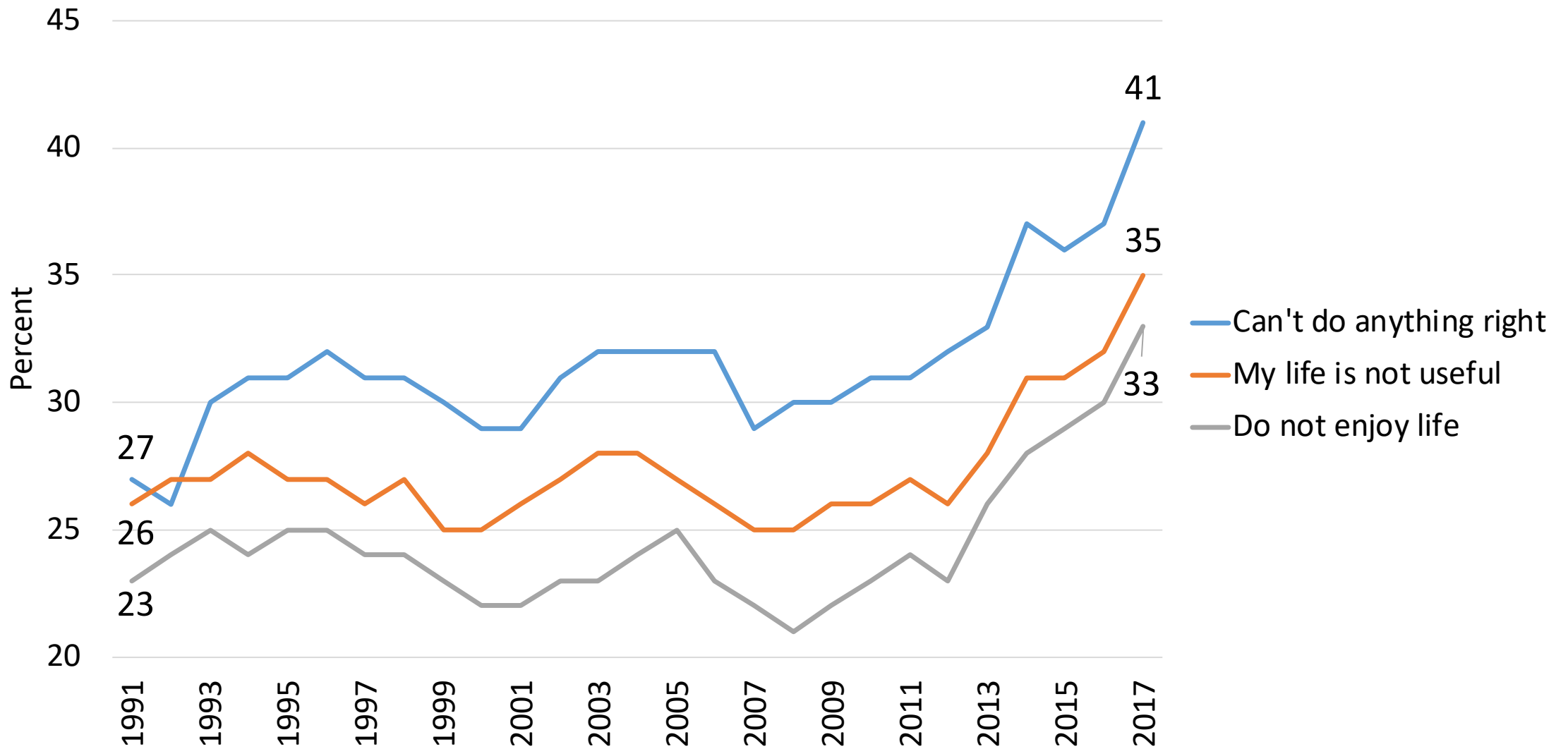
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<https://www.nfhs.org/articles/participation-in-high-school-sports-registers-first-decline-in-30-years/>

# Depressive symptoms 8<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup>, grade combined



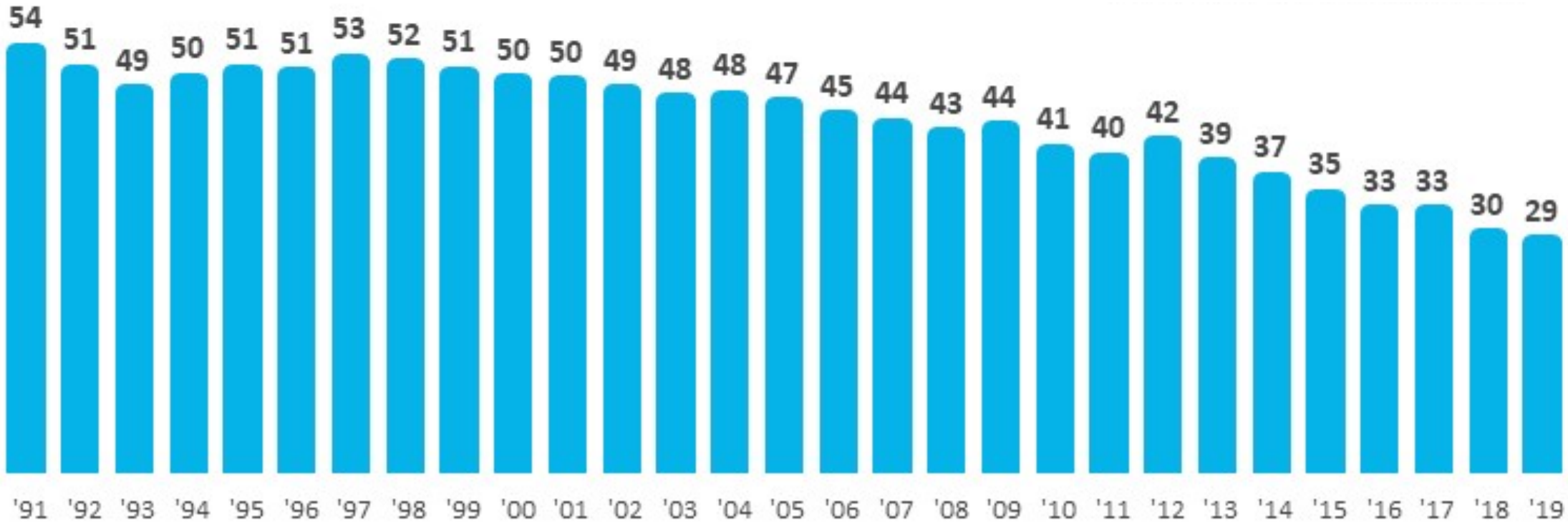
# Social Isolation and Overall Health

Reviewed studies from January 1980 – February 2014 (70 published reports)

*Social isolation results in higher likelihood of mortality, whether measured objectively or subjectively. Cumulative data from 70 independent prospective studies, with 3,407,134 participants followed for an average of 7 years, revealed a significant effect of social isolation, loneliness, and living alone on odds of mortality (p.233).*

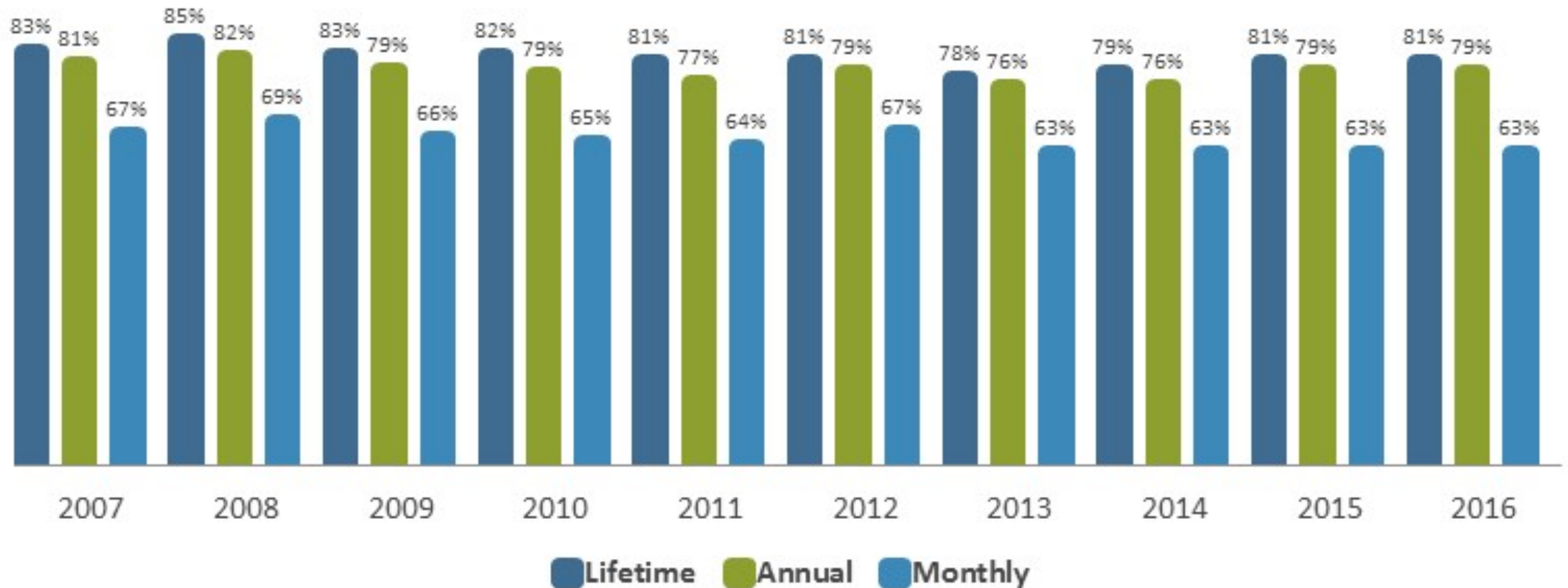


# 12<sup>th</sup> Graders who report drinking in the past month



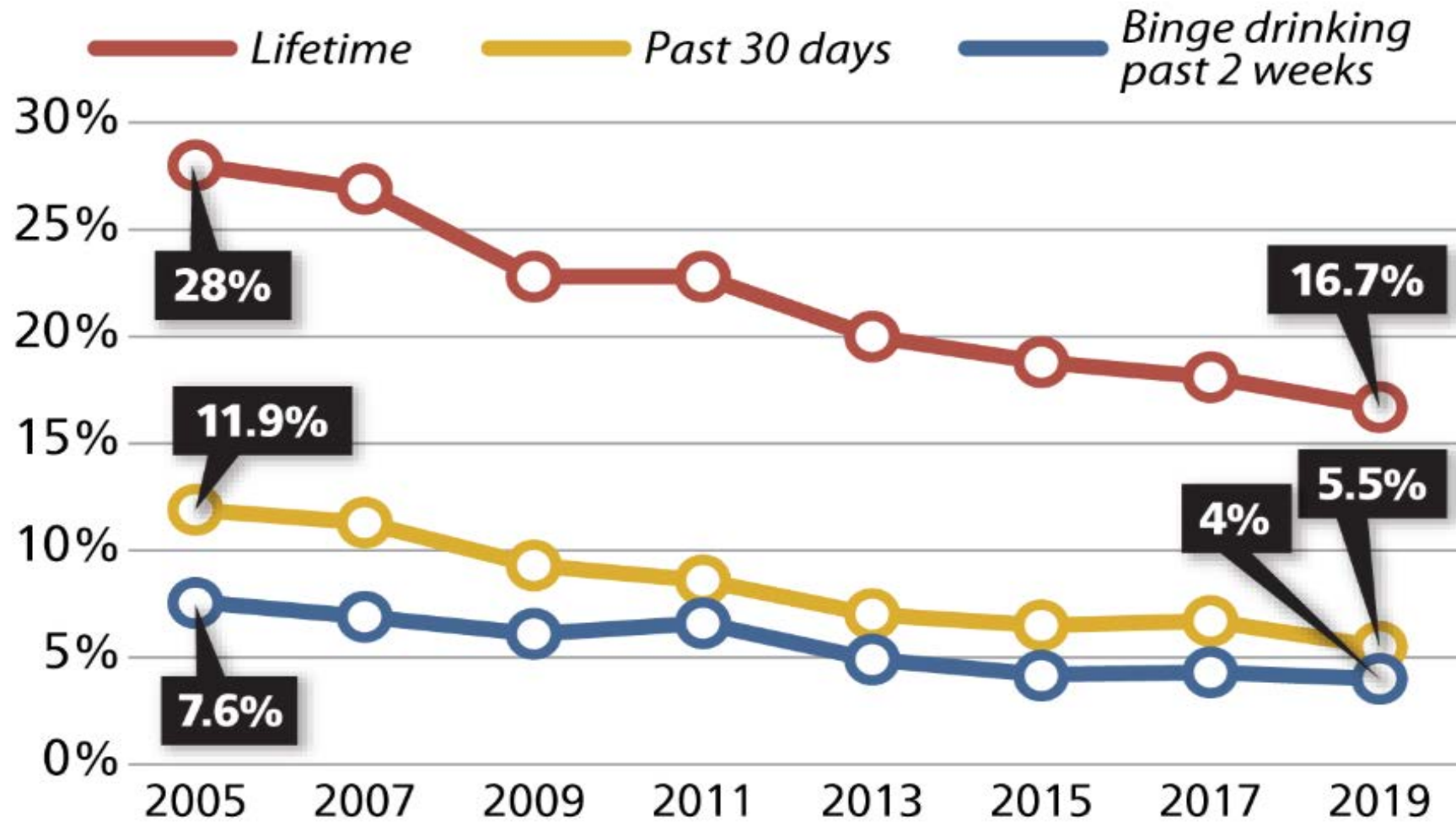


## Alcohol consumption among college students over the past decade has remained the same



# Underage Drinking in Utah

Youth alcohol use – 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders combined



## Utah alcohol consumption

**Rank #1** Least number of drinkers per capita

**Rank #1** Least amount of alcohol consumed per capita

**Rank #7** Most number of binge drinking incidents (ages 18-34)



# The Equity Gap

4-year Public Institutions

**66.7%** six-year completion rate (2013 entering cohort)\*

**69.9%** eight-year complete rate (2011 entering cohort)\*

**40.8%** six-year completion rate at 2-year public schools\*

**49.6%** completion rate for Hispanic students\*\*

**41.0%** completion rate for Black/African American students\*\*

\*Shapiro, D., Ryu, M., Huie, F., Liu, Q., and Zheng, Y. (December 2019), Completing College 2019 National Report (Signature Report 18), Herndon, VA: **National Student Clearinghouse Research Center.**

\*\*Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Bhimdiwala, A. & Wilson, S. E. (2018, December). Completing College: A National View of Student Completion Rates – Fall 2012 Cohort (Signature Report No. 16). Herndon, VA: **National Student Clearinghouse Research Center.**



## The Equity Gap

“Race is an issue we have never been at ease with and, given our nation’s history, this is in some ways understandable. . . .If we are to make progress in this area, we must feel comfortable enough with one another and tolerant enough of each other to have frank conversations about the racial matters that continue to divide us.”

-Eric Holder, U.S. Attorney General  
March 18<sup>th</sup>, 2009



## The Equity Gap

“Learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities—it implies becoming a full participant, a member, a kind of person. . . . To ignore this aspect of learning is to overlook the fact that learning involves the construction of identities.”

Lave & Wenger (1991, p. 53)



# Identity-Based Motivation

- Individuals have multiple identities, some entail strengths and others challenges.
- Identities are constructed by context.
- People prefer identity-congruent over identity-incongruent situations.
- Reaction to difficulty influenced by level of congruence.

“This is important” ↔ “This is not for me”



## Tenets of Critical Race Theory (CRT)

- Race and ethnicity always matter
- White privilege is defined as the opportunity to ignore race
- Places race at the center of any system
- Racism is a spectrum of action and beliefs – not a binary box
- Rejects colorblindness – “*We serve all students*” isn’t enough
- Recognizes White Space
- Racial aggression occurs mostly in subtle and unintended forms





## How to begin talking about race

- Microaggressions
- White Space
- Code Switching



## Microaggressions

- Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.



# Microaggressions

## Examples in education:

- Continually mispronounce or avoid pronouncing more unfamiliar names.
- Schedule exams or projects on cultural holidays.
- Communicating lower expectations for students from particular groups.
- Differentiated level of praise for correct responses based on student groups.
- Assigning projects that ignore differences in socioeconomic status.
- Indicating an assumption about someone's socioeconomic status.
- Act of surprise when an assumed commonplace reference is unknown.
- Discouraging students from working on projects that explore their own identities.
- Assume a Latino/a student speaks Spanish.
- Ignore or dismiss the role or impact of race.



## White Space

- A perceptual category experienced as being limited to persons of color
- Reminds non-white individuals of not belonging
- Black and Brown individuals may feel more distracted with self-protection needs in these spaces
- Space perceived as normal by White individuals



## Code Switching

- Feel the need to change the way one expresses oneself when around people from a different background
- 40-50% of Black and Hispanic college graduates say they often to sometimes feel the need to code Switch
- One third of White college graduates say they often to sometimes feel the need to code switch



## Guiding Questions

Examine all aspects of the university's space through a racial lens

- Who are your students?
- How does curriculum, programs, and services connect to students' identities?
- What do students assume about the institution identity and individual identities, possible biases?
- How do students know they can talk openly about their experiences and their identities?



# Cultivating a health and well-being community

## Inter-Association of Professional Organizations in Higher Education

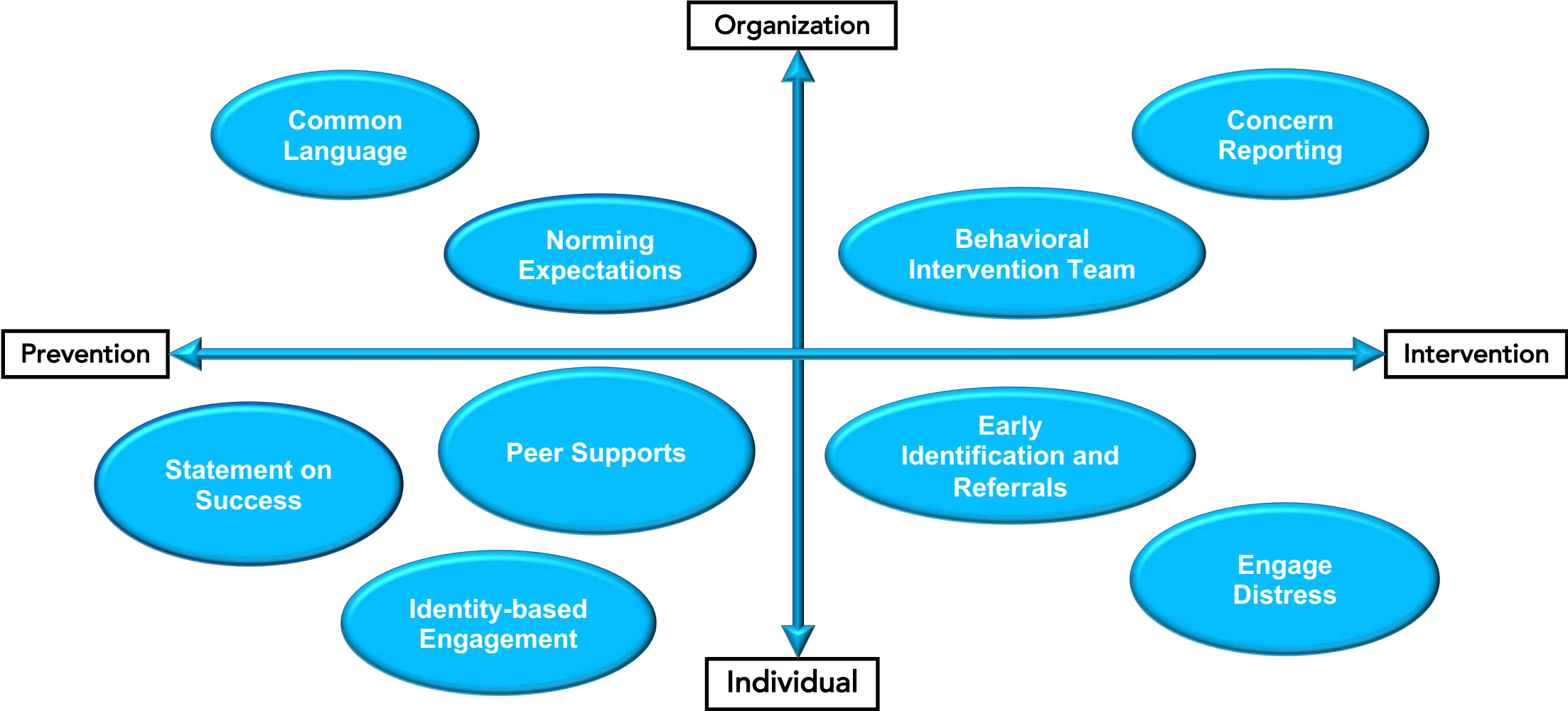
- *Student Affairs Admin*
- *Medical Staff*
- *Sustainability*
- *Mental Health Staff*
- *Residence Life*
- *Student Unions*
- *Mental Health Outreach*
- *Mental Health Directors*
- *Human Resources*
- *Auxiliary Services*
- *Healthy Academics*
- *Student Activities*
- *Recreation*
- *Student Retention*

## Shared Definition of Well-being in Higher Education

**Well-being** is an optimal and dynamic state that allows people to achieve their full potential encompassing the individual and community. **Individual** well-being is defined by three interrelated components – subjective well-being (**feelings**), objective well-being (**rights and resources**), and civic well-being (**voice**). **Community** well-being is defined by the systems and norms of an environment that contribute to an **equitable infrastructure of opportunities, access, resources, conditions, and other socio-ecological** supports that make it possible for all individuals to achieve their full potential. By focusing on the whole – **the whole person, the whole educational experience**, the whole institution, the whole community – well-being becomes a multifaceted goal and a shared responsibility for the entire campus.



# Cultivating a health and well-being community







**THANK YOU!**