

Framing, Measuring, and Implementing Well-Being on Campus: A Holistic and Interconnected Approach to Student Success

IHEC Webinar
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LIST WEBINAR OBJECTIVES

- Describe the shift to a holistic well-being approach to student health
- Outline the core constructs of a well-being measurement tool for faculty, staff, and students
- Discuss key findings and takeaways from a multi-series well-being and student success survey initiative

An aerial photograph of a mountain valley. A prominent line of trees with bright yellow foliage runs diagonally across the valley floor. The surrounding hillsides are covered in sparse, dry vegetation and small trees. The overall scene is hazy, suggesting a misty or overcast day.

Identifying the Issue – Student Well-Being and Success

Student Well-Being and Success

Top Three Health, Wellness, and Safety Issues on Campus	
Rank	Issue
1	Mental health concerns
2	Alcohol abuse
3	Illicit drug abuse
4	Suicide prevention
5	Sexual assault
6	Prescription drug abuse
7	Violence
8	Firearms

Top Three Administrative Issues on Campus	
Rank	Issue
1	Diminishing resources
2	Compliance and regulatory requirements
3	Strategic planning
4	Managing crises on campus
5	Construction of new facilities

Top Three Student Learning and Success Issues on Campus	
Rank	Issue
1	Completion/Graduation rate
2	Persistence
3	Assessment and accountability
4	Cocurricular learning outcomes



Student Well-Being and Success

5x

Counseling Center
Utilization

50%

Students Feel Lonely

30%


Endorse One Type of
Non-Suicidal Self-Injury

5.22

Average Length of
Individual Treatment

32%

Met Criteria for
Flourishing

An aerial photograph of a valley. A prominent line of trees with bright yellow foliage runs diagonally from the bottom left towards the top right. The surrounding hillsides are covered in sparse, dry-looking vegetation and small trees. The overall scene is hazy, suggesting a misty or overcast day.

Study 1: Framing Well-Being on a College Campus



Study 1: Framing Well-Being on a College Campus

Overview of Initiatives

- *Develop an overview of the range of well-being initiatives currently offered at a varied sample of colleges and universities*

Highlight Innovation

- *Spur innovation and encourage exploration around evolving well-being strategies for promoting communities of care to help broaden schools' field of vision to encompass various approaches to well-being.*

White paper

- *The collaboration will culminate with the publication of a whitepaper entitled: "Framing Well-Being in a College Campus Setting"*



Study 1: Framing Well-Being on a College Campus

AETNA

- Aetna, as an enterprise, provides health care benefits to a) college and university students and b) faculty and employees of colleges/universities.
- Aetna places the member at the center of everything we do.
- Supporting the health and well-being needs of our members is paramount to our strategy.

AMERICAN COLLEGE HEALTH FOUNDATION

- The mission of the American College Health Foundation (ACHF) is to promote, improve and advance the health, well-being and overall success of college students.
- The ACHF will accomplish this mission by funding sustainable college health initiatives and programs, including education, research, advocacy and professional development in partnership with the American College Health Association and its members



Study 1: Framing Well-Being on a College Campus

Key Well-Being Terms

- **Well-Being** – at minimum, the presence of positive emotions and moods [contentment, happiness], the absence of negative emotions [depression, anxiety], satisfaction with life, fulfillment, and positive functioning.
- **Well-Being Initiative** – collection of programs, practices, policies designed to enhance individual and community well-being; not a singular or discrete program, practice or policy.
- **Healthy Equity** – when everyone has the opportunity to be as healthy as possible.
- **Healthy Disparity** – differences in health outcomes and their causes among groups of people. Many health disparities are related to social determinants of health, the conditions in which people are born, grow, live, work and age.



Research Methodology



Research Methodology

10 Institutions Selected in a Purposeful Sample

Campuses were selected because of their innovative and/or unique approach to well-being.

Three Types of Institutions

Well-being initiatives were divided into three main categories: student-serving, employee-serving, and hybrid.

Interviewees on Campuses

Key informants included directors of health promotion and leaders in human resources and benefits administration.

Quick Facts on Research Methodology & Logistics

Virtual Interviews

Interviews were conducted via video conference technology, with one researcher as interview lead and the second researcher as notetaker.

Focus Group

Featured undergraduate and graduate students, employees, and employee well-being ambassadors from student-serving and hybrid schools.

Two Person Research Team

One with expertise in student-serving initiatives and the other in employee-serving initiatives.



Research Questions

1. How does your campus **define well-being**?
2. What **initiative(s)** do you have on your **campus** that **promote student well-being**?
3. How were these **initiative(s)** **developed**?
4. Describe **problems or obstacles**, both institutional and individual, you see that get in the way of student well-being?
5. How does your department **work with others** in your institution to improve wellbeing?
6. How would you describe the relationship between **student health equity and wellbeing**?
7. How do you **measure well-being**?





Key Takeaways

FRAMING WELL-BEING IN A COLLEGE CAMPUS SETTING

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Author Note


Funding and administrative support for this project was provided by the American College Health Foundation and Aetna Student Health. Direct correspondence regarding the whitepaper to Alex Phelan at aphelan@acha.org.

No one definition, model, or measurement of well-being

Moving toward a systems approach to well-being

Evolving efforts to better define & measure well-being

- Different schools use **different definitions or no definition at all**
- Each institution is at a different place in **establishing their own language** around well-being and/or transitioning from “wellness” to “well-being.”
- Many institutions are still primarily employing **health education** strategies.
- Innovative institutions are integrating **practices and policies** that work at a systems level and even **beyond the walls of campus into local communities.**
- A number of efforts emerging to better **define** and **measure** well-being through the lens of:
 - Policy
 - Systems
 - Physical spaces
 - Resilience, thriving, belonging

An aerial photograph of a mountain valley. The terrain is rugged and covered in sparse, dry vegetation. A prominent feature is a long, narrow line of trees with bright yellow foliage, running diagonally across the valley. The text 'Study 2: Measuring Well-Being' is overlaid in the center of the image in a large, black, sans-serif font.

Study 2: Measuring Well-Being



Project Goals

1. To test processes and procedures for institution-wide survey administration with faculty, staff and students on a campus.
2. To develop baseline cross-population data for participating campuses, and in aggregate, on the Emotional Well-being of faculty, staff and students.
3. To run statistical validation tests on the collected survey data to validate an Emotional Well-being Survey that can be used broadly by higher education institutions in the future.

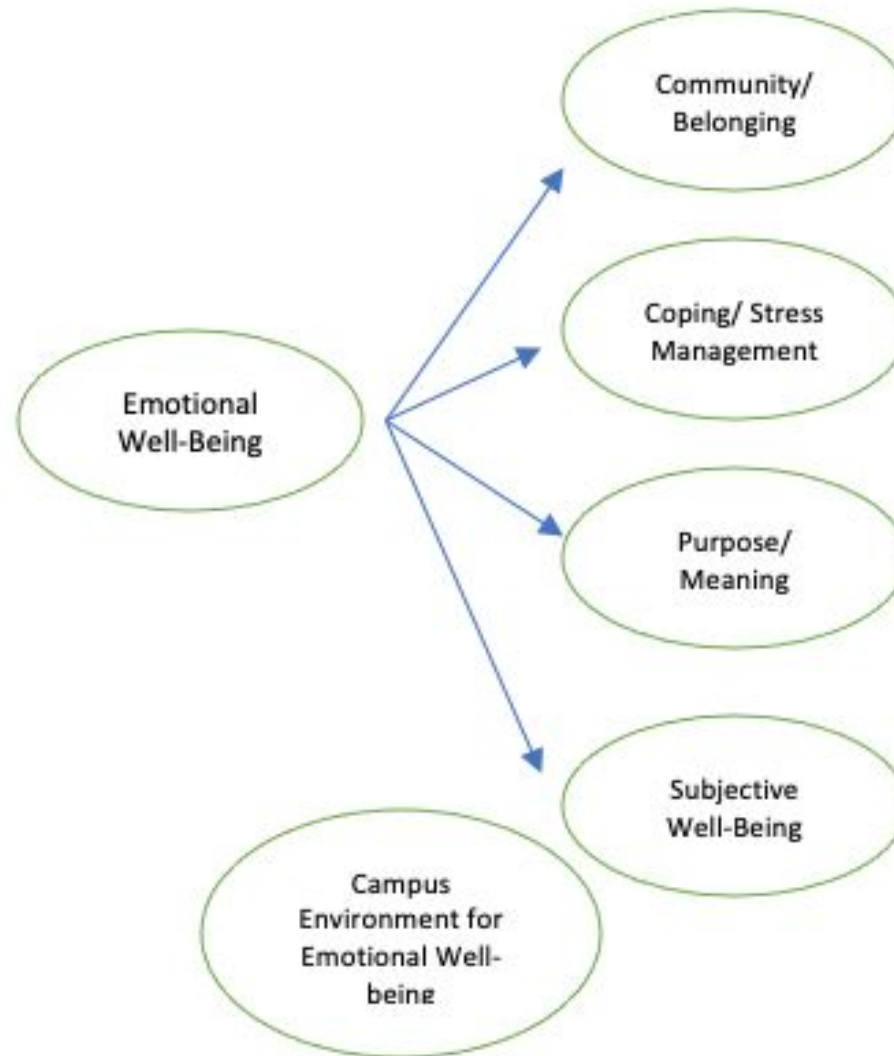


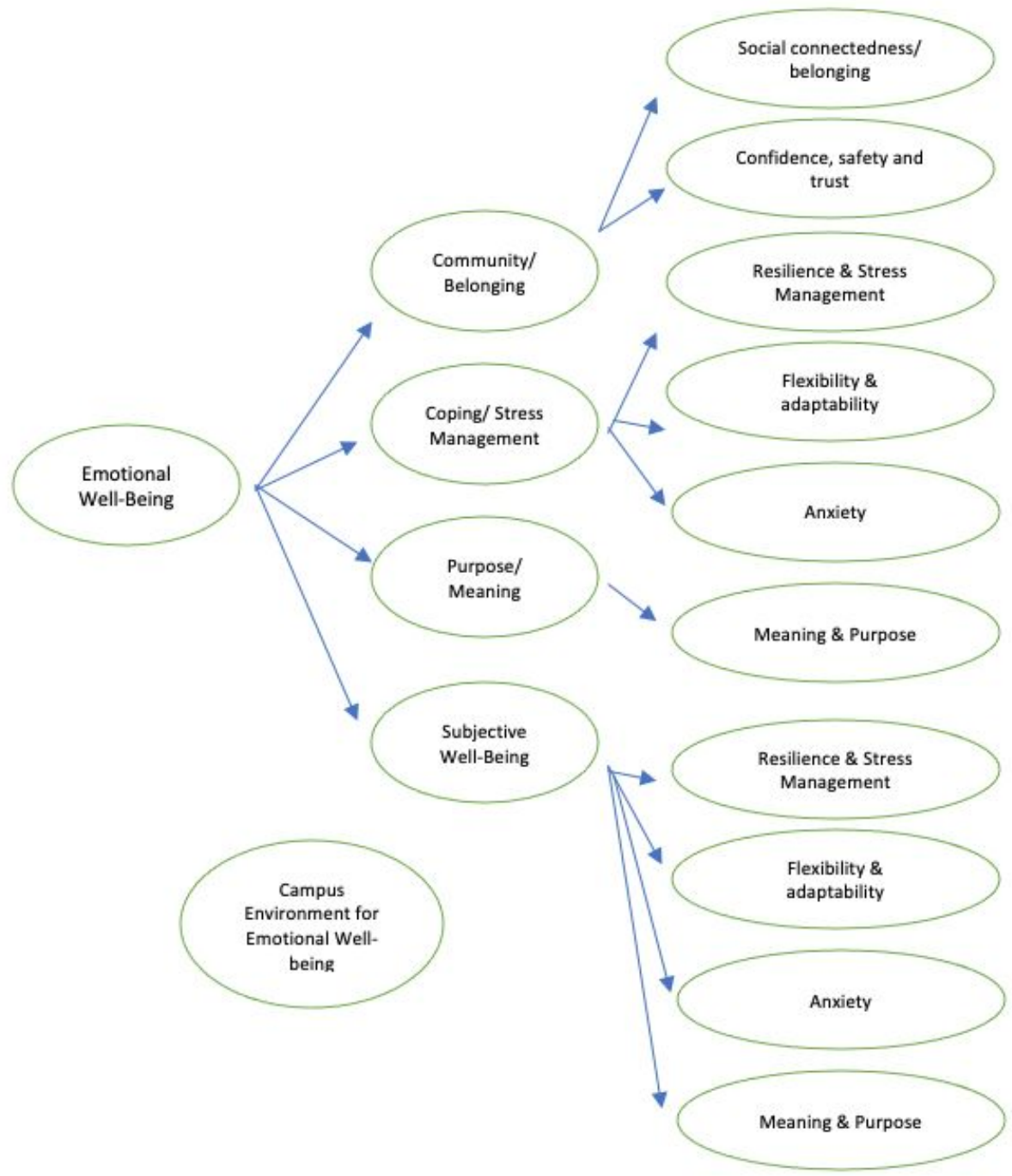
Context



- Well-being is, at minimum, the presence of positive emotions and moods [contentment, happiness], the absence of negative emotions [depression, anxiety], satisfaction with life, fulfillment, and positive functioning. In simple terms, it is judging life positively and feeling good.

Measuring Emotional Well-Being







Measuring Emotional Well-Being

Community and Belonging

- Well-Being Process
- Diener Flourishing Scale
- VIA Character Strengths
- Mental Health Continuum Short Form
- Wake Forest Well-Being Assessment

Coping Stress Management

- Well-Being Process

Purpose Meaning

- Claremont Purpose Scale

Subjective Well-Being

- Diener Satisfaction with Life Scale
- Wake Forest Well-Being Assessment

Campus Environment

- Guarding Minds at Work Survey Tool



Measuring Emotional Well-Being

Item Question	Where Identified	Emotional Well-Being Latent Construct	Emotional Well-Being Sub-Construct	Notes
<p>Below are five statements that you may agree to disagree with. Using the scale below, indicate your agreement with each items by selecting your response to each statement:</p> <p>In most ways my life is close to my ideal.</p> <p>The conditions of my life are excellent.</p> <p>I am satisfied with my life.</p> <p>So far I have gotten the important thing I want in life</p> <p>If I could live my life over, I would change almost nothing.</p>	Diener Satisfaction with Life Scale	Subjective Well-Being	Life Satisfaction and Happiness	No changes



Measuring Emotional Well-Being

Item Question	Where Identified	Emotional Well-Being Latent Construct	Emotional Well-Being Sub-Construct	Notes
<p>Over the past two weeks, how often have you experienced any of the following:</p> <ul style="list-style-type: none">• Feeling depressed• Feeling sad• Feeling like nothing can make you happy• Thinking that others would be better off without you• Feeling like you have let yourself, friends, or family down• Feeling like you don't have friends• Feeling left out• Feeling isolated from others• Feeling like no one understands you• Feeling excluded	Wake Forest Well-Being Assessment	Subjective Well-Being	Depression and Loneliness	No changes



Research Methodology

**6 Institutions
Self-Selected into Study**

**3 Midwest, 1 New England,
1 Mid-Atlantic, 1
Southwest**

**All six schools surveyed
faculty, students and staff on
at least one campus**

Quick Facts on Research Methodology & Logistics

6,935 responses

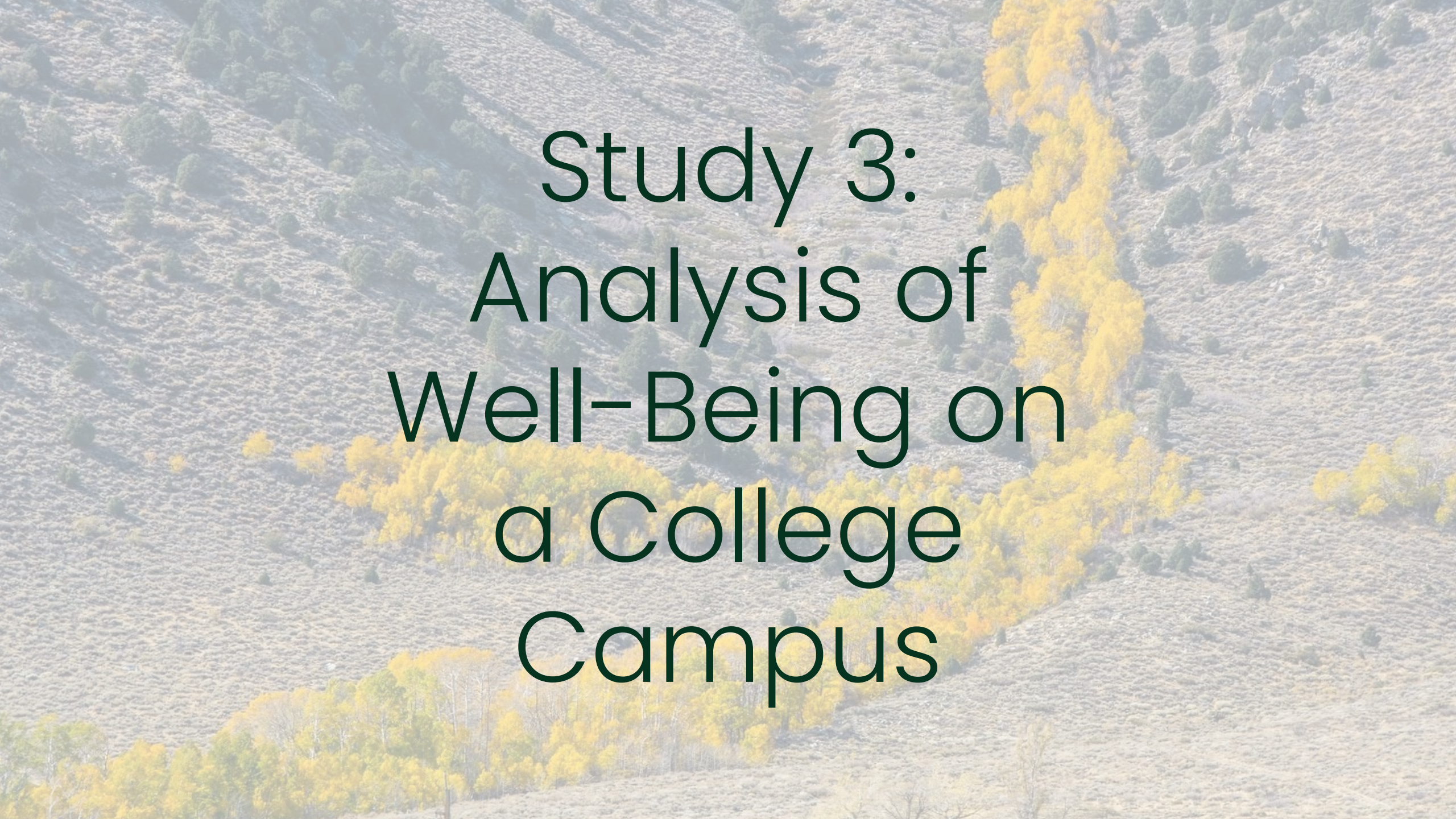
**Average of 1,155 per
school**

**Some schools
surveyed multiple
campuses (i.e. Law
and Health Sciences)**




Takeaways

1. Overall, faculty score higher (i.e. “healthier”) as a group across multiple scales and measures of mental health and emotional well-being, as compared to staff and students.
2. Students tended to score lower with respect to overall mental health and emotional well-being as compared to both staff and faculty
3. Given that respondents participated in this study during the COVID-19 pandemic, the research team also investigated the potential impacts of remote work and learning modalities on participants’ mental health and emotional well-being. Interestingly, no significant differences were found pertaining to modality
4. As hypothesized, the findings of the current study demonstrate that perceptions of environmental factors on campus (i.e., institution values mental health and emotional well-being, support for diversity, and feeling connected to and valued by the institution) showed meaningful results in the regression analysis

An aerial photograph of a valley. The valley floor is filled with a dense line of trees with bright yellow foliage, likely aspens in autumn. The surrounding hills are covered in sparse, dry-looking vegetation and small green shrubs. The overall scene is hazy and bright, suggesting a high-altitude or mountainous region.

Study 3:
Analysis of
Well-Being on
a College
Campus



A Focus on Health Disparities and Environmental Factors





Examining the Data

Table A: Students, Staff, and Faculty by Gender and Race/Ethnicity

	Students % (N)	Staff % (N)	Faculty % (N)
Overall	(5,584)	(1,644)	(725)
Female	65.8% (3,670)	71.8% (1,179)	63% (455)
Male	33.8% (1,887)	27.8% (456)	35.9% (259)
Intersex	.1% (4)	.1% (1)	.4% (3)
Alaskan	2.8% (155)	2.6% (43)	1.8% (13)
Asian/Asian American	12.1% (673)	4.6% (75)	10.2% (74)
Black/African American	4.9% (273)	6.3% (104)	3.7% (27)
Hispanic	10.9% (611)	10.3 (170)	7.2% (52)
Middle Eastern	1.8% (99)	.5% (9)	1.2% (9)
Hawaiian	.4% (25)	.3% (5)	.1% (1)
White	74.9% (4,184)	77.1% (1,268)	75.4% (547)
Unknown/Other	1.8% (102)	2.1% (35)	3.0% (22)



Examining the Data

Table B: ACHF Subjective Well-being Constructs by Students, Staff, and Faculty

Well-Being Construct	Scales Within Well-Being Construct	Students Scale Mean (N)	Staff Scale Mean (N)	Faculty Scale Mean (N)
Community/Belonging	Belonging	72.19 (5,568)	77.56 (1,640)	77.68 (724)
	Personal Anxiety	62.85 (5,584)	51.03 (1,644)	52.80 (725)
	Social Anxiety	48.21 (5,584)	36.55 (1,644)	37.78 (725)
Coping/Stress Management	Positive Coping	60.27 (5,584)	67.33 (1,644)	67.09 (725)
	Negative Coping	56.57 (5,584)	46.05 (1,644)	45.78 (725)
	Stress Level	74.73 (5,584)	69.67 (1,644)	73.26 (725)
Purpose and Meaning	Purpose of Life	49.63 (5,584)	55.87 (1,644)	58.60 (725)
	Working on Life Purpose	58.79 (5,584)	55.05 (1,644)	58.86 (725)
	Meaningful Contribute	63.37 (5,584)	63.06 (1,644)	64.67 (725)
Subjective Well-Being	Satisfaction with Life	60.94 (5,584)	67.24 (1,644)	67.87 (725)
	Depression	44.65 (5,584)	35.27 (1,644)	36.27 (725)
	Loneliness	46.12 (5,584)	36.10 (1,644)	37.89 (725)



Examining the Data

Table C: Satisfaction with Life Scale by Students, Staff, and Faculty and Sex and Race/Ethnicity

Diener Scale Range 14.29-100	Students Scale Mean (N)	Staff Scale Mean (N)	Faculty Scale Mean (N)
Overall	60.94 (5,584)	67.24 (1,644)	67.87 (725)
Female	61.63 (3,670)	68.10 (1,179)	68.14 (455)
Male	59.69 (1,887)	65.07 (456)	67.75 (259)
Intersex	78.57 (4)	62.86 (1)	82.85 (3)
Alaskan	63.55 (155)	66.58 (43)	65.71 (13)
Asian/ Asian American	60.24 (673)	64.91 (75)	65.56 (74)
Black/ African American	56.93 (273)	62.90 (104)	72.16 (27)
Hispanic	62.59 (611)	67.07 (170)	67.25 (52)
Middle Eastern	57.20 (99)	65.40 (9)	66.98 (9)
Hawaiian	63.2 (25)	62.28 (5)	82.86 (1)
White	61.12 (4,184)	67.71 (1,268)	68.50 (547)
Unknown/Other	59.76 (102)	59.25 (35)	65.82 (22)



Examining the Data

Table D: Institutional Perceptions Variables by Students, Staff and Faculty

	Students Scale Mean (N)	Staff Scale Mean (N)	Faculty Scale Mean (N)
Perception of Institutional Support for Mental Health	63.90 (5,584)	65.23 (1,644)	59.41 (725)
Perception of Institutional Value of Individuals	68.05 (5,584)	74.01 (1,644)	69.52 (725)
Perception of Institutional Support for Diversity	38.85 (5,584)	30.32 (1,644)	31.65 (725)
Perception of Trust in the Institution	68.21 (5,584)	67.34 (1,644)	61.28 (725)

Examining the Data

Table E: Regression Models for Measures of Subjective Well-being: Depression and Satisfaction with Life Scales

	Depression B	Depression Beta	Diener B	Diener Beta
Constant	23.624**		53.102**	
Staff	-1.850**	-.035	4.320**	.063
Faculty	-2.569**	-.035	.810	.017
Female	-1.919	-.042	2.226	.052
Male	-2.518	-.055	.024	.001
Alaskan	-.834	-.006	1.739	.014
Asian/Asian American	.377	.011	-.946*	-.028
Black/African American	-.362	-.011	-.900*	-.029
Hispanic	-.066	-.004	.505*	.030
Middle Eastern	.114	.003	-.042	-.001
Hawaiian	-.232	-.004	.486	.009
White	-.072	-.010	.257*	.038
Perception of Institutional Support for Mental Health	-.037**	-.034	.039*	.038
Perception of Institutional Value of Individuals	-.027*	-.025	.186**	.185
Perception of Institutional Support for Diversity	.820**	.724	-.443**	-.420
Perception of Trust in the Institution	-.062**	-.062	.105**	.112
R	.780		.616	
R ²	.609		.379	



Takeaways

Students have lower emotional well-being as compared to staff and faculty

Perception of the environment is a critically important factor in predicting emotional wellbeing both in the absence of mental disease (i.e., depression) and the presence of thriving (i.e., satisfaction with life), **with perception of institutional support for diversity being the most important among all variables considered.**

An Integrated and Environmental Approach



Keith Curry · 2nd

Real College President, Thought Leader, Systems Thinker

2d · 🌐

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Today, during my employee office hours, one of our classified professionals talked about how our students are struggling to purchase blue books and scantrons for exams. After that meeting, I wondered why colleges/universities charge students for blue books and scantrons.

Not anymore at Compton College, effective Monday, October 2, 2023, those items will be free to students. Now, we will be providing the following to students:

- * Free Parking
- * Free Metro Go Pass
- * Free Printing
- * Free Blue Books and Scantrons
- * One free meal per day at the on-campus Everytable Cafeteria
- * Plus \$20/week in farmers' market vouchers

We will continue to remove barriers that hinder student success.

I ❤️ Compton College

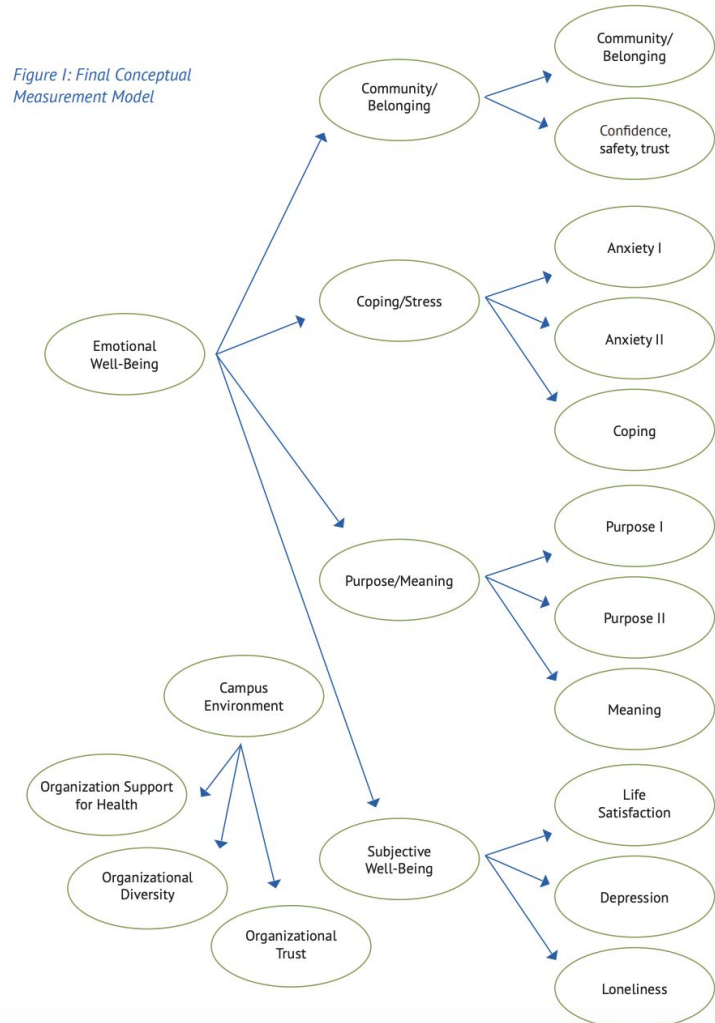
An aerial photograph of a mountain valley. The terrain is rugged and covered in sparse, dry vegetation. A prominent feature is a long, narrow strip of trees with bright yellow foliage, running diagonally across the valley. The text is overlaid on the center of the image.

Study 4: Technical Report on Tool Development

Technical Report



Figure 1: Final Conceptual Measurement Model



An aerial photograph of a mountain valley. The terrain is covered in dry, scrubby vegetation. A prominent feature is a long, narrow strip of trees with bright yellow foliage, running diagonally across the valley. The text "Discussion and Next Steps" is overlaid in the center in a dark green, sans-serif font.

Discussion and Next Steps



Thank You!

James Larcus
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