Documenting Well-Being as a Core Outcome of Students’ Engaged Learning and Inquiry-Centered Work

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Mental Health, Campus Climates for Learning, and Race

Robert D. Reason

Iowa State University
January 20, 2016
Washington, DC
Giving away the ending...

• The “average” is driven by the majority
• Different groups of students experience climates differently
• Different groups of students report different outcomes
• No single lever affects all students the same.
• 4,084 students
• 8 institutions

• Personal and Social Responsibility Inventory
  • Self-reported behaviors
  • Perceptions of campus climate for learning

• Self-reported well-being (Keyes, 2009)
  • Overall score
Mental Health Scores by Race of Respondent

<table>
<thead>
<tr>
<th>Race</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>3.19</td>
</tr>
<tr>
<td>Latino</td>
<td>3.25</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.03</td>
</tr>
<tr>
<td>African American</td>
<td>3.29</td>
</tr>
<tr>
<td>White</td>
<td>3.21</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.99</td>
</tr>
</tbody>
</table>
Mental Health Categories by Race
What influences Mental Health Scores for each student group

<table>
<thead>
<tr>
<th>Individual Activities</th>
<th>Self-Reported Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Socializing with Friends</td>
<td>• Civic self-efficacy</td>
</tr>
<tr>
<td>• Prayer</td>
<td>• White students only</td>
</tr>
<tr>
<td>• Fitness activities</td>
<td>• Deepened commitment to greater good</td>
</tr>
<tr>
<td>• All but African American students</td>
<td>• Latino only</td>
</tr>
<tr>
<td>• Learning Communities</td>
<td>• Developed ability to consider moral and ethical issues</td>
</tr>
<tr>
<td>• All but Asian American students</td>
<td>• Latino only</td>
</tr>
</tbody>
</table>
Climate Measures that Affect Mental Health

• Developing ethical and moral reasoning
  • All student groups

• Developing a commitment to the larger community
  • All groups but Latino
Implications/Conclusion

• Climate Measures
  • Ethical and Moral Reasoning
    • IS a major focus on campus
    • Opportunities to develop in both personal and academic work
    • Importance is frequently communicated to student

• Commitment to Contributing to a Larger Community
  • Participation in community-based projects
  • Meaningful conversations with other students about the need to contribute to the greater good.
Implications/Conclusions

• Different levels of mental health by groups
  • Survey provides limited understanding of “why”
  • Other Research
    • Suggests negative racial climates get in the way of learning
    • Community engagement means different things for different groups

• Campus climate affects groups differently
  • Interventions should be targeted to specific populations
Climate Factors by Race (an example)

**African American/Black Students**
- Developing Commitment to Larger Community
- Developing Perspective Taking
- Developing Ethical/Moral Reasoning

**White Students**
- Developing Commitment to Larger Community
- Developing Ethical/Moral Reasoning
- Civic Self-Efficacy
Finally...

Assessments are needed... with outcome measures... at the institutional level
About the PSRI and AAC&U

The Personal and Social Responsibility Inventory (PSRI): An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation. The initial inventory was developed in 2006 by L. Lee Knefelkamp, Teachers College, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initial inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan’s Center for the Study of Higher and Postsecondary Education and refined after Dey’s death by Robert D. Reason, at Iowa State University.

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1250 member institutions—including accredited public and private colleges and universities of every type and size.
Mental Health, Campus Climates for Learning, and Sex

Robert D. Reason

Iowa State University
January 20, 2016
Washington, DC
Mental Health Scores by Sex of Respondent

All Students: 3.19
Male: 3.15
Female: 3.25
Mental Health Categories by Race
What influences Mental Health Scores for each student group

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<tr>
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<td>• Fitness Activities</td>
<td></td>
</tr>
<tr>
<td>• Learning Communities</td>
<td></td>
</tr>
<tr>
<td>• Not for male students</td>
<td></td>
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Climate Measures that Affect Mental Health

• Developing ethical and moral reasoning
  • All student groups

• Developing a commitment to the larger community
  • All groups except Latino
Implications/Conclusion

• Climate Measures
  • Ethical and Moral Reasoning
    • IS a major focus on campus
    • Opportunities to develop in both personal and academic work
    • Importance is frequently communicated to student

• Commitment to Contributing to a Larger Community
  • Participation in community-based projects
  • Meaningful conversations with other students about the need to contribute to the greater good.
Evaluating Efforts to Enhance Student Well-being within Academic Units

Alisa Stanton, MPH
Simon Fraser University, Canada
Simon Fraser University is a healthy campus community where the people, programs, practices, policies, and spaces foster well-being, supporting campus members to thrive and succeed at SFU and beyond.
WELL-BEING IN ACADEMIC SETTINGS

Embedding Conditions for Well-Being in Academic Settings

http://www.sfu.ca/healthycampuscommunity
Research Questions

1. What are the well-being impacts of systemic efforts to create social connection and positive institutional culture within academic units?

   Faculty of Arts and Social Sciences Mentorship Program and Learning Communities
Outcomes of Interest

• Student resilience
• Flourishing
• Satisfaction
• Sense of belonging and social support
Research Questions

2. What are the unique needs of underserved populations at SFU with respect to social connection and positive institutional culture.

Focus groups:

• Indigenous students
• International students
• Faculties where students experience a supportive culture
Student Quotes

“It’s important to keep in mind that everybody is different and everybody is coming from a different perspective.”

“Education is about people making. You want your students to feel like people.”
Institutional Alignment

"With our focus on engagement, with our focus on innovation, with our commitment to healthy campuses, we are well positioned to continue to collaborate, innovate and transform our campuses, and in the process to be leaders in this work."

-SFU President Andrew Petter
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www.sfu.ca/healthycampuscommunity

@sfuhealth_promo
Statue of President Abraham Lincoln at Bascom Hall
Statue of President Abraham Lincoln with UW-Madison graduate
1862 Morrill Land Grant Act

PUBLIC UNIVERSITIES

- Access to higher education for All citizens – not just elites

- Connect academic learning with public outreach

Wisconsin Idea
The public realm

Hannah Arendt

• Classrooms, Campus, Curricular and Co-Curricular

• Where we define what we want our world to be

• Different perspectives – people with different

  LOCATIONS or STANDPOINTS
The issue at the heart of democracy is not the making of decisions but, rather, the **authorship of decisions**, that is, **who gets to decide**.

Robert Post, Yale Law School
Founders of the nation realized that public freedom consists in having a share in public business and that the activities connected with this business by no means constitute a burden but gave those who discharged them in public a feeling of happiness they could acquire nowhere else.  

Hannah Arendt

A good life focuses on self-realization that is consistent with the common good.  

Aristotle
We Were Led By
The Children
You’re on your own, baby

So many choices, and no one to trust. In today’s world...

Could an Enron happen to me?

Is my phone service ripping me off?

Who’s looking after my 401(k)?

Can I trust my HMO?

Can I count on my broker?
AN INJURY TO ONE IS AN INJURY TO ALL
MIGRANT RIGHTS NOW