



THE UNIVERSITY OF ARIZONA

Student Affairs & Enrollment Management  
Academic Initiatives & Student Success

## UA Student Well-Being: Gallup Survey Results

College student well-being is a critical component to a student's personal and academic success (Anderson, 2016). A survey was administered in partnership with Gallup to better understand this experience among UA undergraduates and the primary drivers of well-being. UA Main campus undergraduate students (N=33,231) received the Gallup Student Survey in Spring 2017, which elicited a 9.65% (n=3,207) response rate.

### Well-Being

Gallup's Well-Being-5 consists of five interrelated elements measured with 10 survey questions (See Appendix A). Well-being is experienced within three main conditions: Thriving, struggling, and suffering. These conditions can be described as such:

- Thriving: Well-being is strong, consistent, and progressive
- Struggling: Inconsistently experiences well-being
- Suffering: Does not have a good sense of well-being

The 5 elements of Well-being are described as such:

- Purpose: Liking what you do each day and being motivated to achieve your goals
- Social: Having strong and supportive relationships and love in your life
- Financial: Managing your economic life to reduce stress and increase security
- Community: Liking where you live, feeling safe and having pride in your community
- Physical: Having good health and good energy to get things done daily

### Methods

Logistic regression was used to predict the likelihood of students thriving in four or five well-being elements while holding for other contributing factors: Self-efficacy, academic index, race, gender, Pell-grant eligible, UA Athlete, on-campus living, academic class standing, residency, first-generation status, and Honor's College participation.

### Key Findings

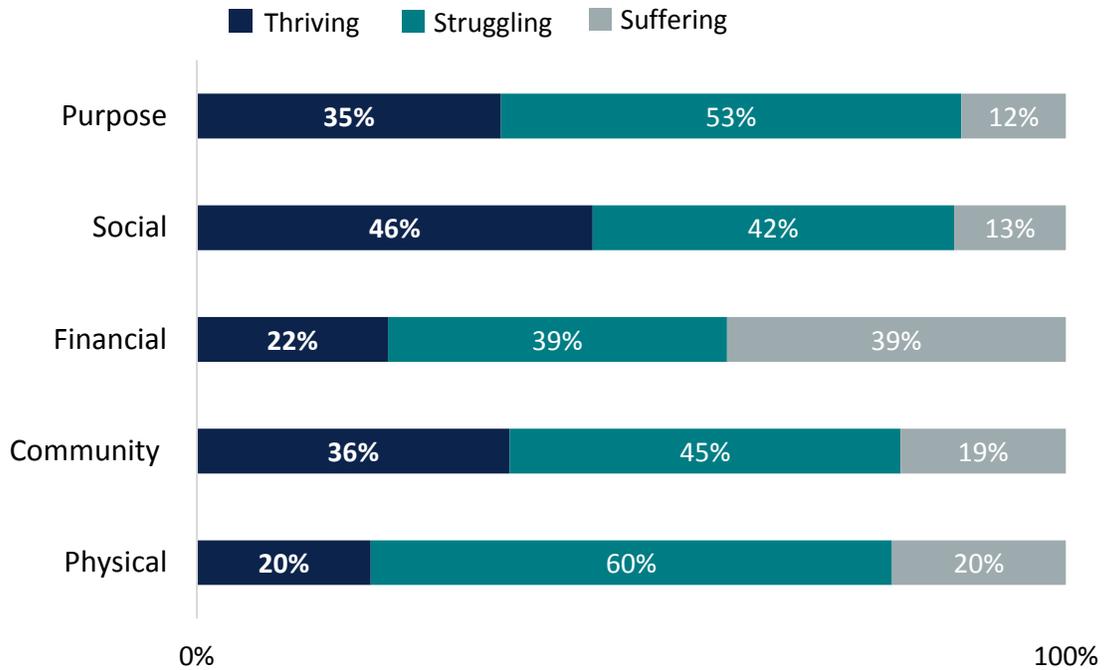
#### Drivers of Student Well-Being

<b>Engaged Students</b>	<b>3.28x</b>
<b>Student Involvement</b>	<b>1.79x</b>
<b>Campus Recreation</b>	<b>2.80x</b>
<b>Student Support</b>	<b>2.14x</b>
<b>Student Attachment</b>	<b>2.69x</b>



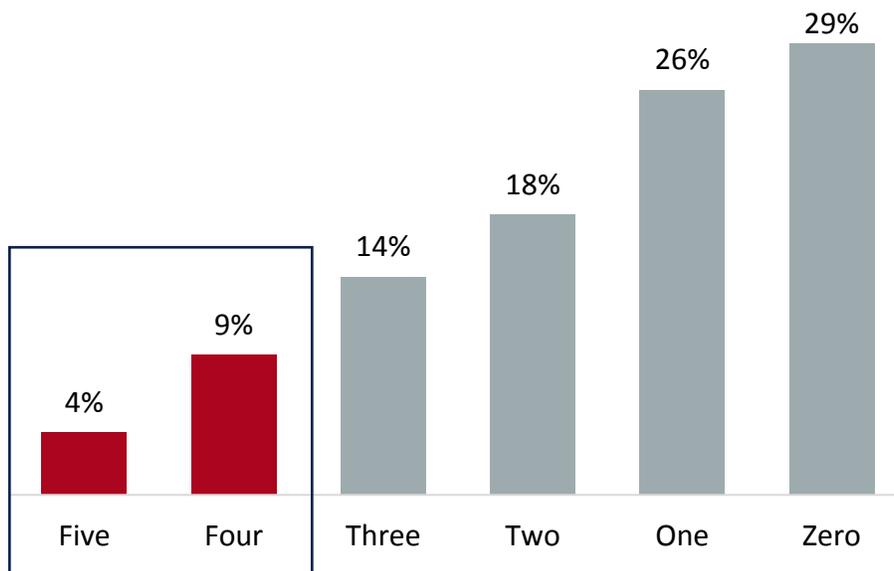
## Student Well-Being

Students reported experiencing thriving most often within Social (46%), Community (36%), and Purpose (35%) well-being elements.



## Experiences that Increase Students' Likelihood to Thrive

The present summary examines undergraduate experiences that increase the likelihood of students thriving in four or five elements. Findings indicate 13% of students experience this strong sense of well-being.



## Driver #1: Engagement with the University

Gallup (2017) conceptualizes engaged students as “highly involved with and enthusiastic about school. They contribute to the learning process and likely involve their peers in the learning process as well. They are psychologically committed to school and have most needs met by the learning environment (page 3).” Gallup’s measurement of a student’s degree of involvement with and enthusiasm for their school consists of five survey items (See Appendix B).

- I have a best friend at school.
- I feel safe at this school.
- My professors make me feel my coursework is important.
- At this school, I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good schoolwork.

One out of four (28%) students are considered to be Engaged with the university and were **3.28 times** more likely to experience four or five thriving elements than students who are not engaged ( $p < .001$ ).

## Driver #2: Out-of-Classroom Involvement

Students participate in opportunities outside of the classroom at varying degrees. One out of five (20%) students indicated they “strongly agree” to “I am extremely involved in extra curricular activities and organizations” indicating highest possible participation and were **1.79 times** more likely to experience four or five thriving elements than their peers ( $p < .001$ ).



## Driver #3: Frequent Campus Recreation Users (60+ Visits)

UA Campus Recreation data was added to the Gallup survey findings. Students who use Campus Recreation 60 or more times a year or about an average of twice a week were assessed for well-being outcomes. Frequent users consists of 7% of student respondents and were **2.80 times** more likely than those who use Campus Recreation less often to experience thriving in four or five elements of well-being ( $p < .001$ ).

## Driver #4: Student Support

Support provided by the university is foundational to undergraduate student learning, development, and success. To further understand how this impacts well-being, support at the highest level was considered for analysis and measured by respondents who “strongly agree” to three items:

- My professors at the University of Arizona care about me as a person.
- I have at least one professor at the University of Arizona who makes me excited about learning.
- I have a mentor at the University of Arizona who encourages me to pursue my goals and dreams.

A total of nine percent of students fell into the category of experiencing high student support from the university and were **2.14 times** more likely to experience four or five thriving elements than their peers who didn’t indicate “strongly agree” to all three questions ( $p < .001$ ).

## Driver #5: Student Attachment

A student’s emotional connection to their university is also measured using two question items. Those who select “strongly agree” to both statements below are considered “emotionally attached” to their institution and are considered to have a strong sense of connection or belonging to the University of Arizona.

- University of Arizona is the perfect school for people like me.
- I can’t imagine a world without the University of Arizona.

Of the 17% of students who are classified as emotionally attached, they are **2.69 times** more likely to experience four or five thriving elements of well-being compared to those who are not emotionally attached ( $p < .001$ ).

### Sources:

Gallup (2017). *Key constructs in GPI Student Studies*. Washington, DC

Anderson, D.S. (2016). *Wellness issues for higher education: a guide for student affairs and higher education professionals*. New York: Routledge, Taylor & Francis Group

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## Well-Being 5 View:

**Purpose Well-Being:** Liking what you do each day and being motivated to achieve your goals

WB1 I like what I do every day.

WB2 I learn or do something interesting every day.

**Social Well-Being:** Having strong and supportive relationships and love in your life

WB3 Someone in my life always encourages me to be healthy.

WB4 My friends and family give me positive energy every day.

**Financial Well-Being:** Effectively managing your economic life to reduce stress and increase security

WB5 I have enough money to do everything I want to do.

WB6 In the last seven days, I have worried about money.

**Physical Well-Being:** Having good health and enough energy to get things done a daily basis

WB7 In the last seven days, I have felt active and productive every day.

WB8 My physical health is near perfect.

**Community Well-Being:** The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community

WB9 The city or area where I live during the school year is a perfect place for me.

WB10 In the last 12 months, I have received recognition for helping to improve the city or area where I live.

Respondents in well-being in each of these elements are categorized as thriving, struggling, or suffering using a proprietary formula.

**Thriving:** Strong, consistent, and progressing

**Struggling:** Moderate or inconsistent

**Suffering:** At high risk