

The Relationship Between Well-being and College Continuation: How We Can Help

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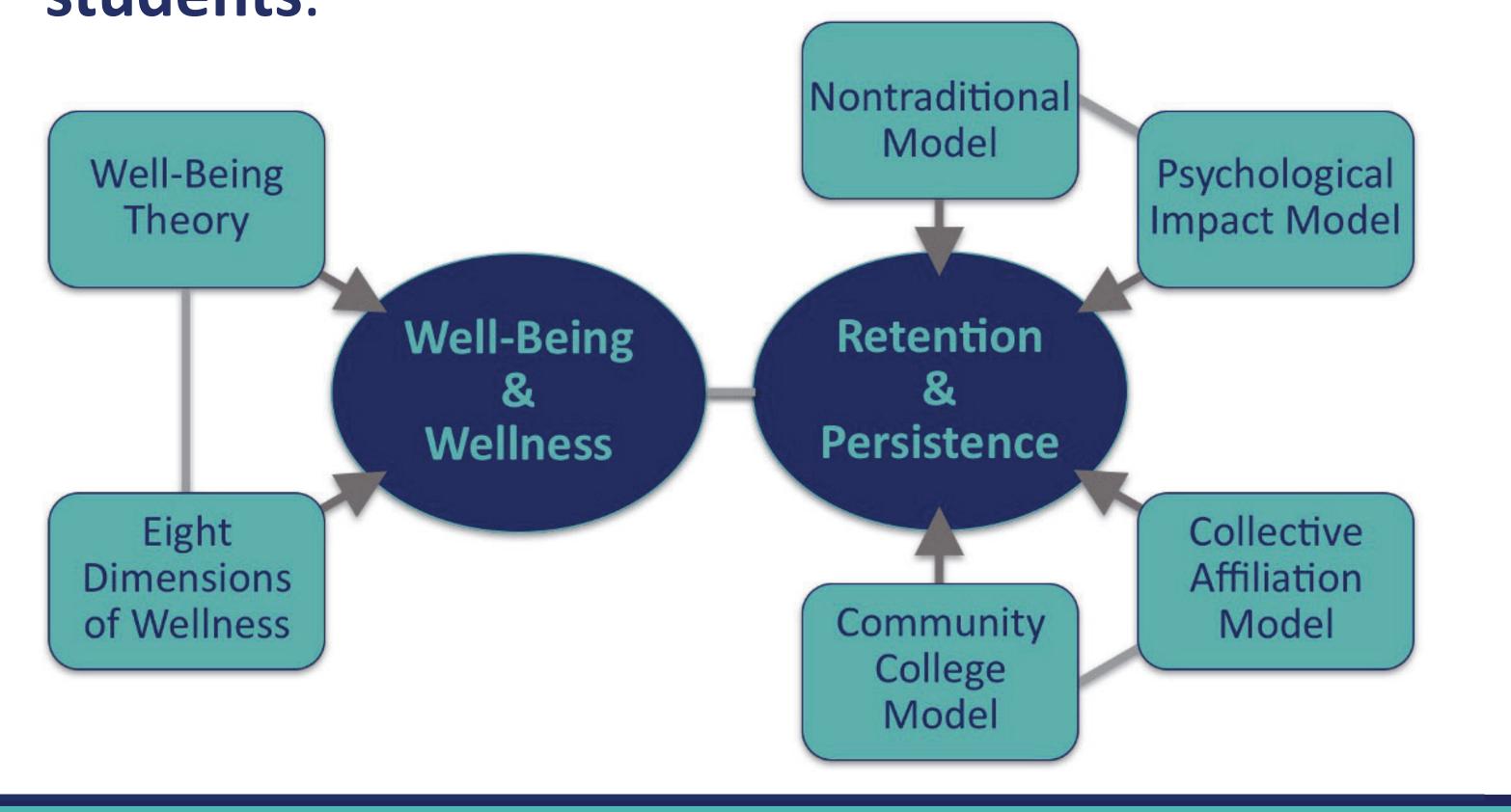


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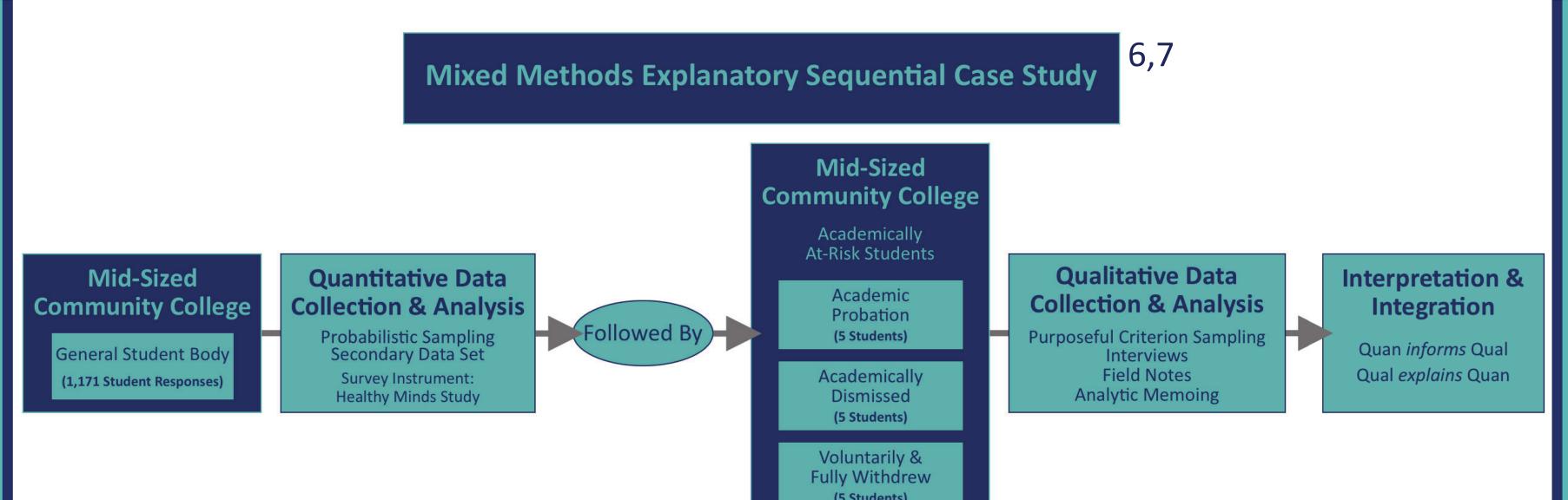
Introduction

- Well-being, often interchangeable with wellness, is described as a **holistic concept** that helps determine one's quality of life ¹. When students possess well-being they are more likely to live a **satisfactory life** that allows them to **reach their goals**².
- Community college students struggle with more complex difficulties than the traditional four-year student^{3,4}.
- There is limited understanding in **how** well-being factors **influence** college continuation (retention/persistence) within the community college environment and among **academically at-risk students**.



Methods

- CCM is a mid-sized community college.
- Healthy Minds Study (HMS)⁵ was administered to 6,200 students in Fall 2020.
 - The HMS examines the mental health, well-being, and additional concerns college students experience.



Quantitative Results

elationships among the well-being variables in the Healthy Minds Study (HMS)

Spearman's rho	Flourish	Social	Emotional	Physical	Financial
Flourish	1.00	-0.55*	-0.57*	-0.23	-0.20
Social		1.00	0.57*	0.27	0.24
Emotional			1.00	0.28	0.35
Physical				1.00	0.16
Financial					1.00

Note. *Indicates a strong relationship.

Relationships between the well-being variables and students' responses to:

"In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?"

Well-Being Variables	Spearman's rho
Emotional	0.64**
Flourish	-0.42*
Social	0.40*
Financial	0.32*
Physical	0.19

*Indicates a moderate relationship.

Note. **Indicates a strong relationship,

Relationships between the well-being variables and student demographics (gender, race/ethnicity, age) in the HMS

- Students 35+ possess more social, emotional, and flourishing well-being than 18–24-year-olds.
- The 25-34 age group possesses more social well-being than the 21-24 age group.
- Students 18-20 years old possess the most financial well-being.
- Male students possess more financial and emotional wellbeing than female students.

Qualitative Results

Academically at-risk students identify well-being variables as being salient in their college continuation

- All well-being variables from the HMS were responsible for influencing students' academic career and academically atrisk status.
- Additional variables were also responsible

"I don't want my mom to be disappointed in me. It kind of sounds messed up, but If she were to pass [away] and I was still in college, I probably would just leave. My heart's not in it. It just makes it more of a guilty thing cause I'm like, I really should be doing well, but I'm not. And I don't care. I feel anxious that I should care."

Resources used and wanted by academically at-risk students

- Students generally used resources **after** they became part of the academically at-risk population or if they thought they were **required** to contact a resource.
- Students did not believe that CCM needed to offer additional resources. Instead, students wanted **consistent outreach** throughout their academic careers from **their institution**.

"As far as everything is concerned, to be able to know I can at least go to this one person, ask them what's going on... I think that would have been helpful for me."

Mixed Methods Results



Conclusion

Major components involved in college continuation

- One primary well-being variable **triggers** the other well-being dominoes.
- Managing well-being takes priority and leads to risking intellectual motivation.
- Presence of well-being leads to self-improvement.
- Visible support is necessary.
- Students were juggling life outside of school and were unable to prioritize college.
- Well-being encompasses all areas of life.
- Partnership between the institution and students will help increase student success.

Three Recommendations

- 1. Consistently Conduct Overt Outreach
- 2. Hold Holistic Programming and Promote Partnership
- 3. Engage Students in Dialogue to Support Well-Being

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