



Aggie Wellbeing Assessment Academics

The Wellbeing Improvement Survey for Higher Education Settings (WISHES) has been administered to the Texas A&M University student body in College Station since the 2021-2022 academic year. Texas A&M University surveyed the student body to better understand students' overall well-being, intermediate outcomes, educational outcomes, and student experiences that influence wellbeing. The survey covered topics such as overall health, psychological distress, suffering or struggling, flourishing, belonging at Texas A&M, resilience, binge drinking, health and academic risks, engagement in extracurricular activities, having a friend, mentor, or professor who makes them excited about learning and cares for them. The WISHES survey is administered in October, November, February, March, and April of each academic year. In the 2021-2022 academic year, the survey was also administered in September to students living on campus. However, the March and April surveys scheduled for spring 2023 were not administered. Since the 2021-2022 academic year, 17,564 students responded to at least one question, yielding an overall response rate of 12%. This report focuses on students' overall academics.

Figure 1 indicates that most students did not report experiencing academic risk, meaning students felt equipped to complete coursework given their assignments, instructors, and exams. Academic risk and students' overall responses indicated they were confident in their classes, their instructors, and their knowledge. First-generation students, on average, had a slightly higher likelihood of experiencing academic risk, and had a more varied response depending on the month, in comparison to non-first-generation students. Graduate students overall reported experiencing less academic risk compared to their undergraduate counterparts.

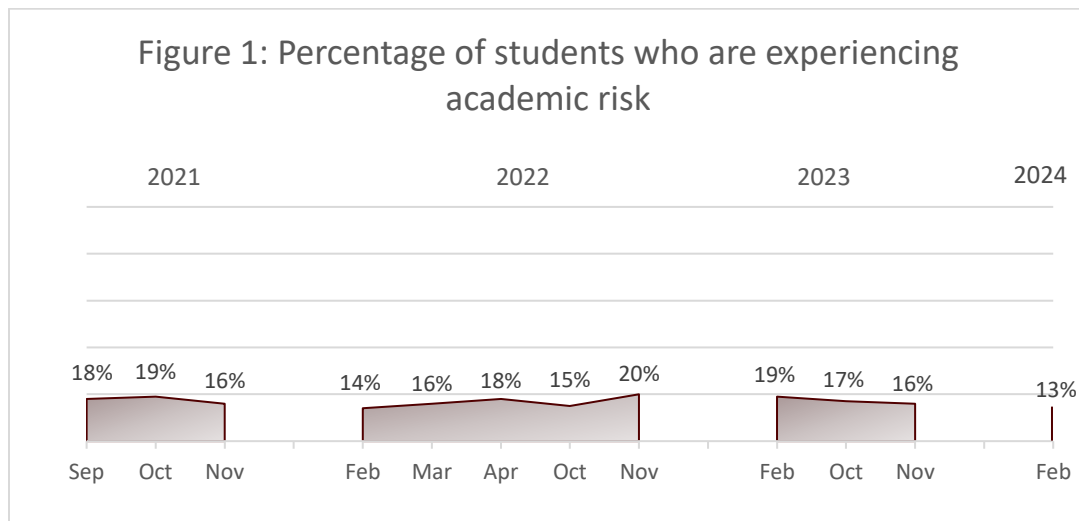


Figure 2, on the next page, shows the percentage of students who reported they had a professor who made them excited about learning. The trend shows a decline over the course of each semester. This decline was more pronounced for undergraduate students than graduate students whose data fluctuated upwards and downwards. When looking at results by ethnic origin, most ethnic groups were similarly likely to report they had a professor who made them excited about learning, Asian students being less likely.

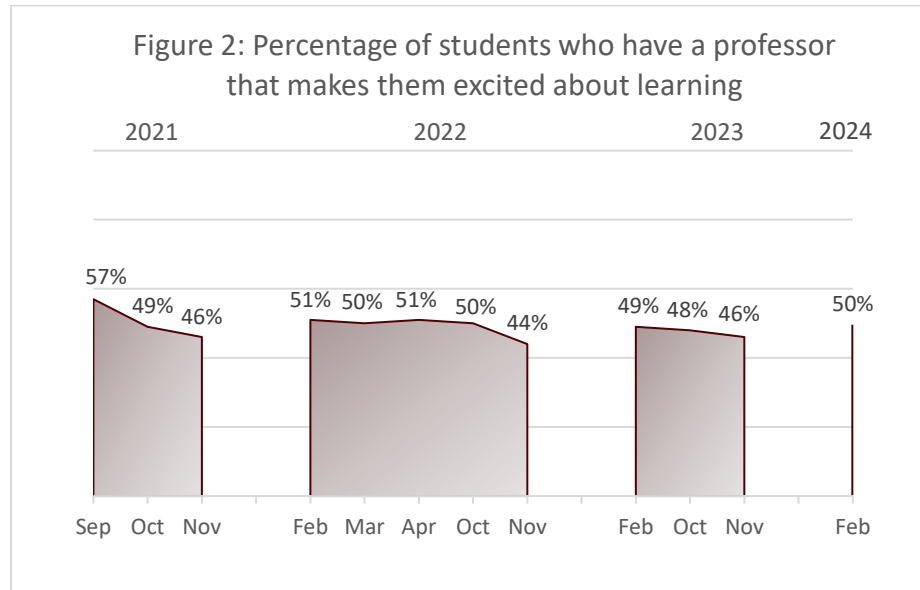
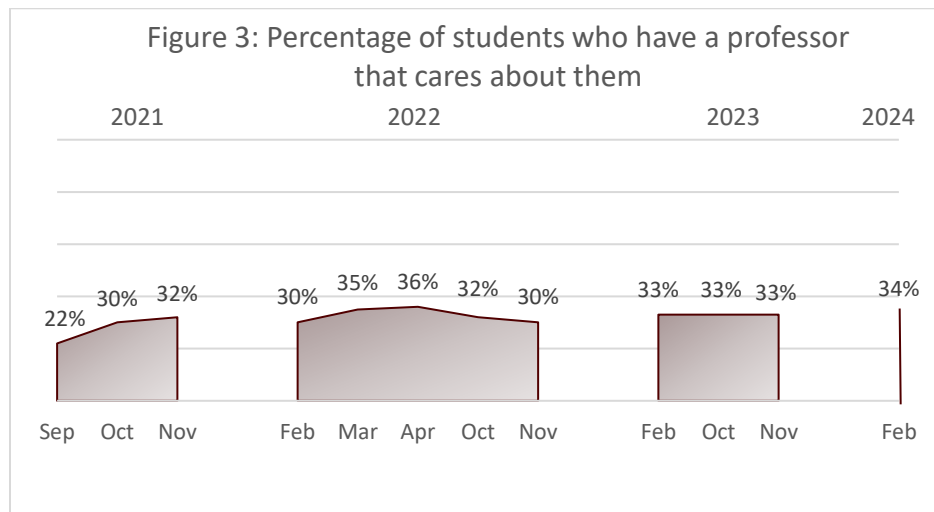


Figure 3 indicates approximately one-third of students felt they had a professor who cared about them. Graduate students had a higher average than undergraduate students. Students who were in the Top 10% of their high school graduating class had a slightly lower average than students not in the Top 10%. More female respondents reported having a professor who cared about them than their male counterparts.



Conclusion

Students who responded to the survey were confident in their academic abilities to complete coursework and had a positive outlook on their academic experience. Graduate students reported better academic experiences by having lower academic risk rates, and more professors caring about their students and making them excited to learn. While approximately half of respondents reported their professors made them excited to learn, only one-third of respondents reported that they felt their professors cared for them; meaning professors are doing a better job generating excitement about learning than they are at convincing students that they care about them. However, it should be noted that excitement about learning is declining among undergraduates. More information can be found [here](http://wishes.tamu.edu).

FOR MORE INFORMATION



Go to <http://wishes.tamu.edu> or email wishes@tamu.edu