

# 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, 23,216 students responded to at least one question, yielding an overall response rate of 12%. This report focuses on students’ overall academics.

Figure 1, on the next page, indicates that most students did not experience low academic confidence, meaning students felt equipped to complete coursework given their assignments, instructors, and exams. First-generation students, on average, had a slightly higher likelihood of having low academic confidence, and had a more varied response depending on the month, in comparison to non-first-generation students. Graduate students overall reported experiencing higher academic confidence compared to their undergraduate counterparts.

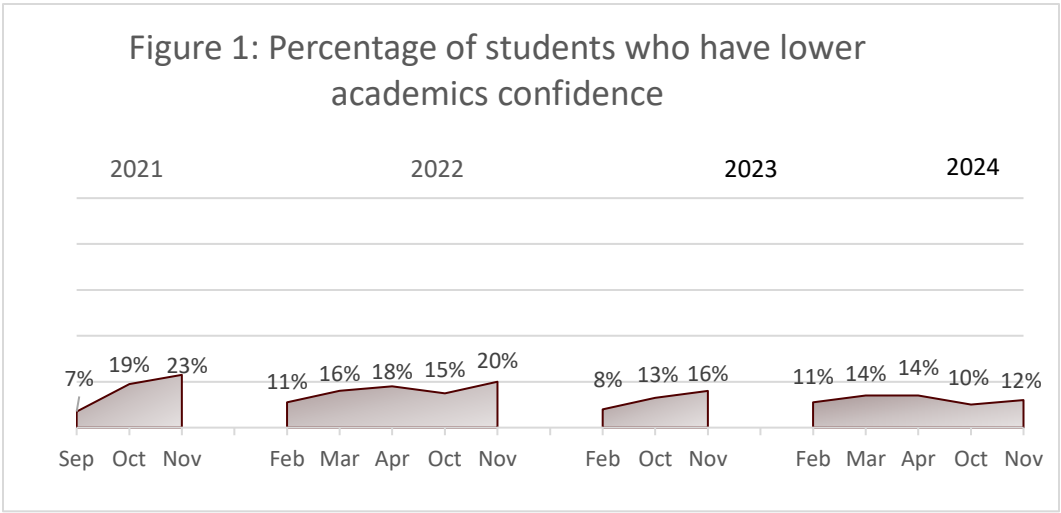


Figure 2 shows the percentage of students who reported they had a professor who made them excited about learning. Graduate students were slightly more likely to have a professor that makes them excited about learning than undergraduate students. Asian students were less likely to have a professor that makes them excited about learning than all other ethnic groups.

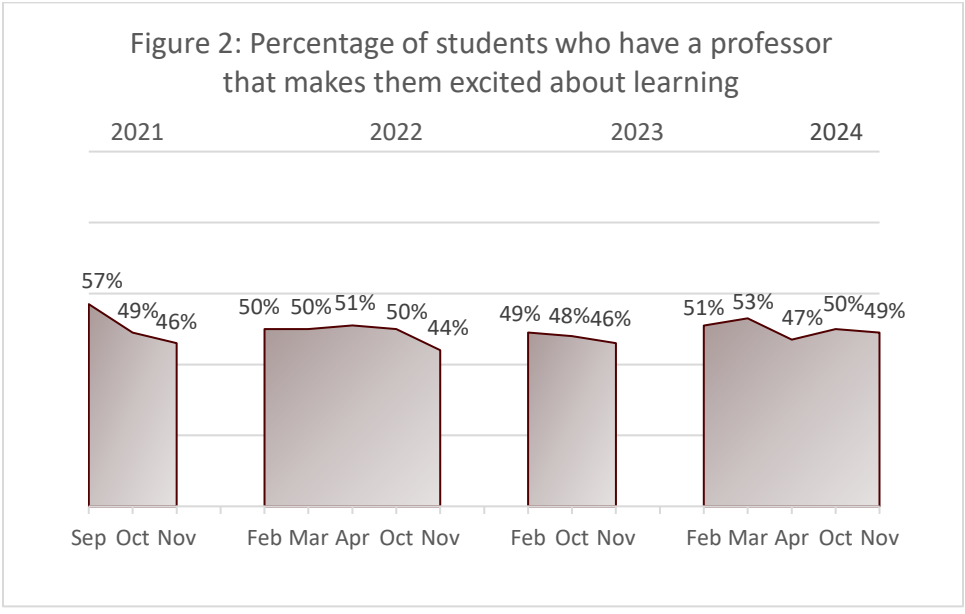
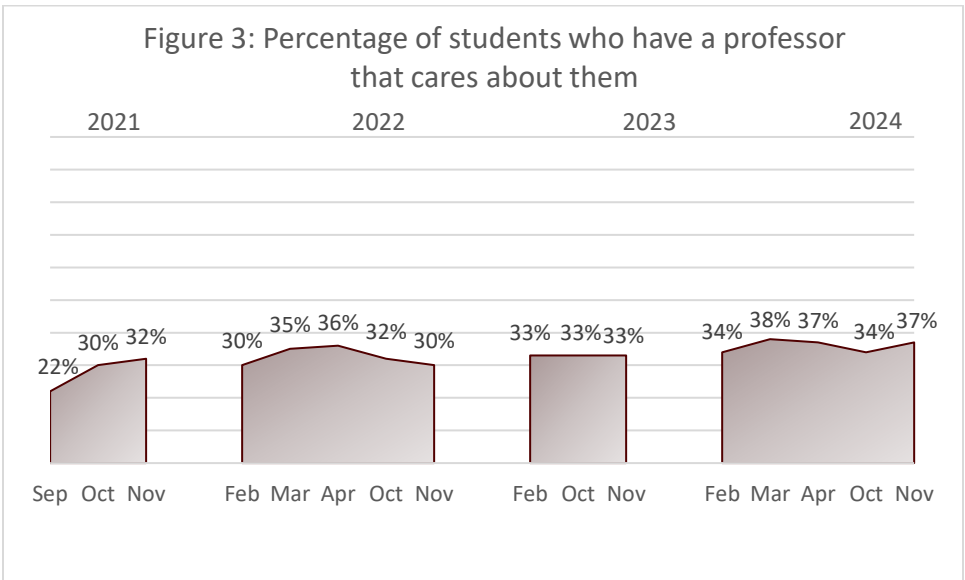


Figure 3, on the next page, indicates approximately one-third of students felt they had a professor who cared about them. When looking at results by ethnic origin, most ethnic groups were similarly likely to report they had a professor who cared about them, with Asian students being less likely, and Black or multi-racial with Black students were more likely than average. Graduate students were more likely to report that they have a professor that cares about them when compared to undergraduate students.



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 higher academic confidence 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.

This executive summary is updated at the conclusion of each semester and was last updated at the end of the fall 2024 semester.

**For more information, please contact [wishes@tamu.edu](mailto:wishes@tamu.edu).**