

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, 29,123 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. As the academic year progressed, first-generation students depicted a greater increase in lower academic confidence compared to their non-first-generation peers, with more noticeable variation in their responses across different months. Graduate students overall reported experiencing higher academic confidence compared to their undergraduate counterparts.

Figure 1: Percentage of students who have lower academic confidence

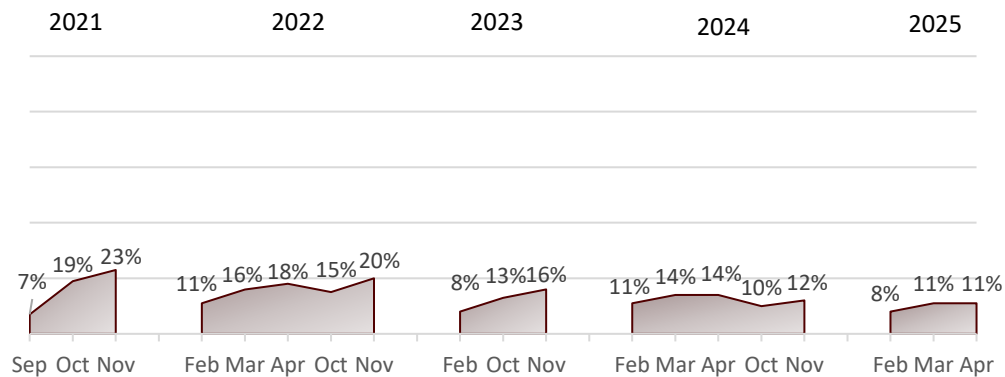


Figure 2 illustrates the percentage of students who reported having a professor who made them excited about learning. Approximately half of the students indicated that they had such a professor. Graduate students were slightly more likely to have a professor that made them excited about learning than undergraduate students. Asian students were less likely to have a professor that made them excited about learning than all other ethnic groups. When examining the results by college, most showed similar rates of students reporting that they had a professor who made them excited about learning. However, students in the Bush School of Government & Public Service and the College of Education & Human Development were more likely than the average to report having such a professor, while students in the College of Engineering were less likely than the average to do so.

Figure 2: Percentage of students who have a professor that makes them excited about learning

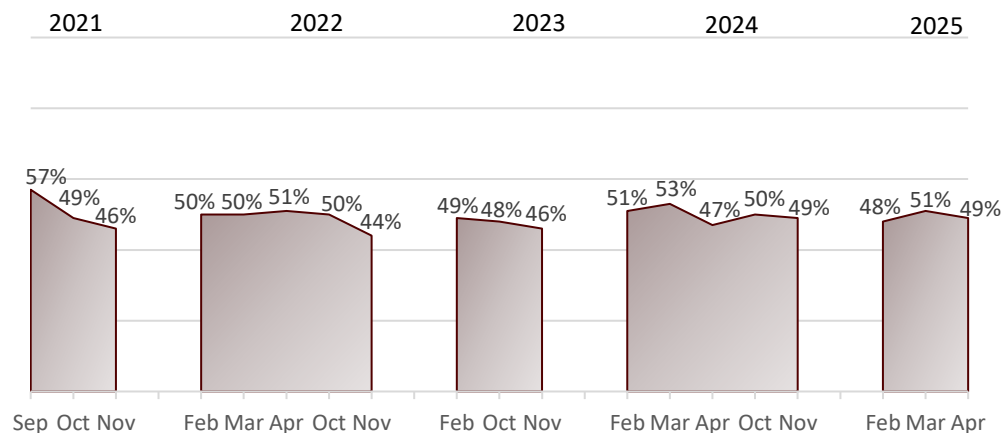
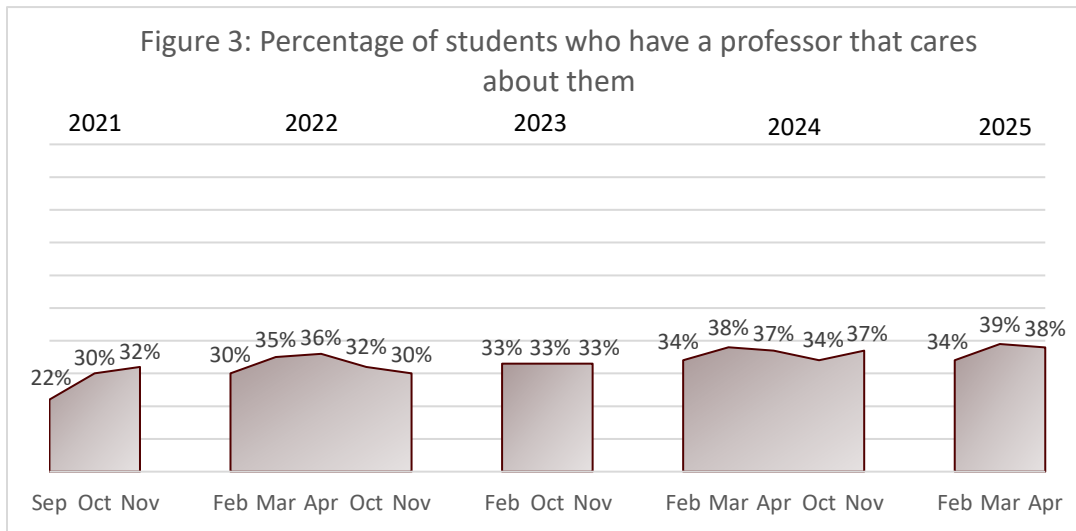


Figure 3 indicates approximately over one-third of students felt they had a professor who cared about them. When looking at results by ethnic origin, most ethnic groups were similarly likely to report they had a professor who cared about them, with Asian students and Hispanic students being less likely than the average. While Black or multi-racial with Black students were more likely than the average overall but indicated less than the average this semester. Graduate students were more likely to report that they had a professor that cared about them when compared to undergraduate students. In regard to college classification, students within the College of Education & Human Development were more likely to have a professor who cares about them than the stated average, while the students within the College of Engineering were reported to be less likely.



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, over a one-third of respondents reported that they felt their professors cared for them; meaning professors were doing a better job generating excitement about learning than them convincing students that they cared about them.

This executive summary is updated at the conclusion of each semester and was last updated at the end of the spring 2025 semester.

For more information, please contact wishes@tamu.edu.