Measuring Emotional Well-Being: Taking a Whole Campus Approach

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About

AETNA

Aetna, a CVS Health company, is committed to providing individuals, students, health care professionals, producers and others with innovative benefits, products and services.

AMERICAN COLLEGE HEALTH FOUNDATION

The mission of the American College Health Foundation (ACHF) is to promote, improve, and advance the health, well-being, and overall success of college students.
Whitepaper

Framing Well-Being in a College Campus Setting 2019

9-month exploratory study

Student well-being programs

Hybrid models

Employee well-being programs

Can you fix this?
Findings

No widely accepted definition of well-being

No standard model to conceptualize, practice or adopt well-being

Engagement varies and is impacted by institutional philosophy

Health disparities are being addressed in many well-being initiatives

Majority of participating institutions not measuring their well-being efforts
Poll
Context: Measuring Emotional Well-Being in a College Campus Setting

No one definition, model, or measurement of well-being

- Different schools use different definitions or no definition at all
- Each institution is at a different place in establishing their own language around well-being and/or transitioning from "wellness" to "well-being."

Moving toward a systems approach to well-being

- Many institutions are still primarily employing health education strategies.
- Innovative institutions are integrating practices and policies that work at a systems level and even beyond the walls of campus into local communities.

Evolving efforts to better define & measure well-being

- A number of efforts emerging to better define and measure well-being through the lens of:
  - Policy
  - Systems
  - Physical spaces
  - Resilience, thriving, belonging
**Project Goals**

1. To test processes and procedures for institution-wide survey administration with faculty, staff and students on a campus.

2. To develop baseline cross-population data for participating campuses, and in aggregate, on the Emotional Well-being of faculty, staff and students.

3. To run statistical validation tests on the collected survey data to validate an Emotional Well-being Survey that can be used broadly by higher education institutions in the future.
Defining Emotional Well-Being

Well-being is, at minimum, the presence of positive emotions and moods [contentment, happiness], the absence of negative emotions [depression, anxiety], satisfaction with life, fulfillment, and positive functioning. In simple terms, it is judging life positively and feeling good.
Measuring Emotional Well-Being in a College Campus Setting

Emotional Well-Being

- Community/Belonging
- Coping/Stress Management
- Purpose/Meaning
- Subjective Well-Being

Campus Environment for Emotional Well-being
Measuring Emotional Well-Being Tool

- Community and Belonging
  - Well-Being Process
  - Diener Flourishing Scale
  - VIA Character Strengths
  - Mental Health Continuum Short Form
  - Wake Forest Well-Being Assessment

- Coping Stress Management
  - Well-Being Process

- Purpose Meaning
  - Claremont Purpose Scale

- Subjective Well-Being
  - Diener Satisfaction with Life Scale
  - Wake Forest Well-Being Assessment

- Campus Environment
  - Guarding Minds at Work Survey Tool
# Measuring Emotional Well-Being Tool: Example (Subjective Well-Being)

<table>
<thead>
<tr>
<th>Item Question</th>
<th>Where Identified</th>
<th>Emotional Well-Being Latent Construct</th>
<th>Emotional Well-Being Sub-Construct</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below are five statements that you may agree to disagree with. Using the scale</td>
<td>Diener Satisfaction with Life</td>
<td>Subjective Well-Being</td>
<td>Life Satisfaction and Happiness</td>
<td>No changes</td>
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<tr>
<td>below, indicate your agreement with each items by selecting your response to each</td>
<td>Scale</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>statement:</td>
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<td>In most ways my life is close to my ideal.</td>
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<td>The conditions of my life are excellent.</td>
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<td>I am satisfied with my life.</td>
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<tr>
<td>So far I have gotten the important thing I want in life</td>
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<tr>
<td>If I could live my life over, I would change almost nothing.</td>
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<td>Over the past two weeks, how often have you experienced any of the following:</td>
<td>Wake Forest Well-Being Assessment</td>
<td>Subjective Well-Being</td>
<td>Depression and Loneliness</td>
<td>No changes</td>
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<tr>
<td>• Feeling depressed</td>
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<td>• Feeling sad</td>
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<tr>
<td>• Feeling like nothing can make you happy</td>
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<td>• Thinking that others would be better off without you</td>
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<td>• Feeling like you have let yourself, friends, or family down</td>
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<tr>
<td>• Feeling like you don't have friends</td>
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<td>• Feeling left out</td>
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<tr>
<td>• Feeling isolated from others</td>
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<td>• Feeling isolated from others</td>
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<tr>
<td>• Feeling excluded</td>
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Measuring Emotional Well-Being Pilot

- 6 Institutions Self-Selected into Study
- 3 Midwest, 1 New England, 1 Mid-Atlantic, 1 Southwest
- All six schools surveyed faculty, students and staff on at least one campus

Quick Facts on Research Methodology & Logistics

- 6,935 responses
- Average of 1,155 per school
- Some schools surveyed multiple campuses (i.e. Law and Health Sciences)
Questions?
For More Information

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https://www.acha.org/ACHA/Foundation/Aetna_Well-Being_Projects.aspx