

Assessing Student Wellbeing at TU Delft

November 2021

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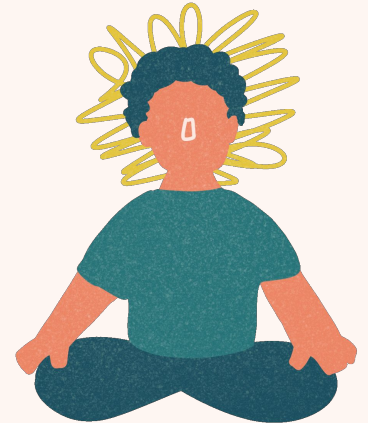
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My
Wellness
Check

 **TU**Delft

Importance of Wellbeing

1. Wellbeing is an input to education

“Hard to Learn Well When You Don’t Feel Well”

2. Wellbeing as an objective for education

Education that enhances student wellbeing is intrinsically higher quality. Affective Learning?

3. COVID disrupted wellbeing everywhere

Assessing Wellbeing in Education

1. Casually

- a. Interpersonal Intuitions (disrupted)

2. Systematically

- a. Classroom-scale
- b. University-scale → My Wellness Check

Science of Wellbeing

Delft Institute of Positive Design (P. Desmet)

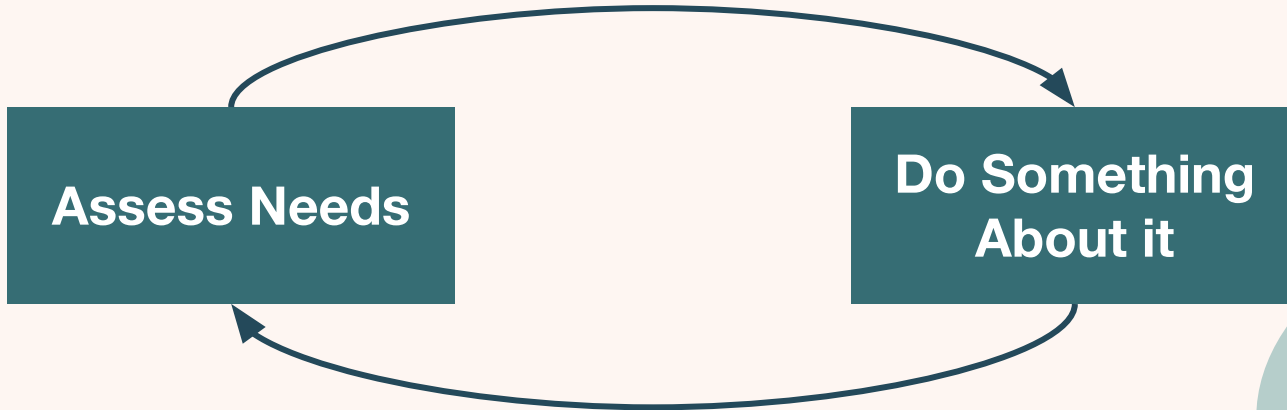
- PERMA Model, Life Satisfaction, etc
- Mental Health Models
- Contextual Models (from interviewing students)

Assessment philosophy

Human-Centered Participatory Design

- Involve students
 - what are their needs and meaningful questions to ask
 - testing prototypes in controlled experiment
- Iteration of survey
 - improve experience (UI, distribution, progress)
 - producing predictive meaningful data

Assessment philosophy



Assessments should inform action!

Wellbeing Feedback Loop

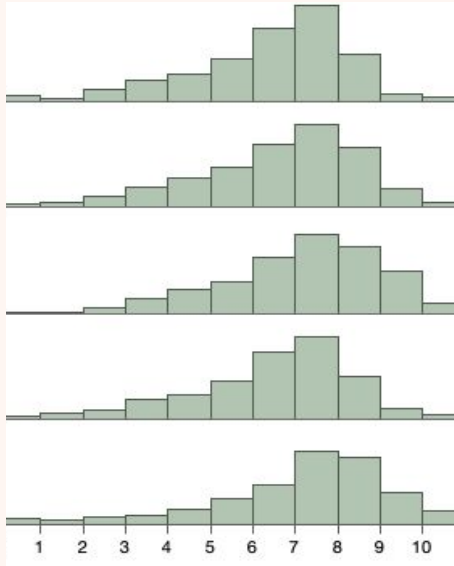
1st Iteration	June 2020
2nd Iteration	November 2020
3rd Iteration	March 2021
4th Iteration	June 2021
5th Iteration	November 2021

The Survey

19 Items

- Demographics (3)
- Scales (5)
- Checkboxes (8)
- Free Response (2 + 1 random out of 6)

Scales over time



Mood

Life Satisfaction

Physical Health

Academic Experience

Campus Study Environment

June 2020 (n=2604)	Nov 2020 (n=2841)	March 2021 (n=2221)	June 2021 (n=1523)	Nov 2021 (n=1471) <i>*open</i>	
6.3	6.0	5.4	5.8	5.9	
6.4	6.0	5.3	5.8	6.1	
5.5	5.7	5.3	6.3	6.7	
-	-	-	4.8	5.9	
-	-	-	-	6.6	

Colours indicate variance compared to July 2021

Overall Wellbeing checkboxes

Percent saying yes (%)

	jun./20	nov./20	mrt./21	jul./21	nov./21		
					AVG	ENG	NL
Overall, I felt good about my exercise levels	45	44	34	44	45	34	49
Overall, I felt good about my sleep quality	52	51	48	46	46	37	49
Overall, I felt good about my diet	61	62	54	53	53	42	57
Overall, I often felt down	46	46	59	44	46	52	44
I often worry too much	58	65	58	58	63	70	61
Overall, I felt good about the amount of time I spent outside			26	43	40	34	43
Often, I felt like my stress levels were unsustainable				38	45	54	41
Often, I felt relaxed					19	14	21
Often, I didn't feel good about myself					32	37	30

Colours indicate variance compared to July 2021

Belongingness checkboxes

Percent saying yes (%)

	jun./20	nov./20	mrt./21	jul./21	nov./21		
	AVG	AVG	AVG	AVG	AVG	ENG	NL
I feel part of a community at TU Delft	44	28	20	24	26	33	23
I often feel lonely	31	40	42	36	36	45	33
I feel like I belong at TU Delft	57	41	41	38	33	27	35
It often feels like no one at TU Delft cares about me	21	21	25	24	24	30	22
I often feel like I don't have anyone to talk to				18	28	32	26
I feel that my fellow students care about me (and each other)*				40	27	29	27
I have a good bond with one or more of my fellow students				67	60	58	60
Often, I felt left out					12	25	8
Often, I felt like I could be myself around my fellow students					47	39	50

Colours indicate variance compared to July 2021

Belongingness

Open answers, needs:

- more teamwork
- more human consideration and care from TU
- less work pressure to allow more social contacts
- promotion of extra-courses group activities
- study-related activities/excursions
- places to chill on campus, e.g., more benches

Balance and optimism checkboxes

Percent saying yes (%)

	jun./20	nov./20	mrt./21	jul./21	nov./21		
					AVG	ENG	NL
I feel confident about graduating on time	50	45	42	42	35	34	35
I am generally optimistic about the future	61	56	51	53	36	34	37
I am satisfied with my study/life balance	39	31	19	25	37	33	38
I feel motivated to finish my current study program			57	58	58	52	60
Overall, I felt satisfied with my online / offline balance					34	30	35
Overall, I felt I will be prepared to continue with my career successfully					34	32	35
Overall, I felt my education will lead to a meaningful impact					53	44	56

Colours indicate variance compared to July 2021

Prevalent matters

- 80% ca. of students expects TU to support Mental health (even therapy)
- ECTS fair for amount of workload, make sure courses are not planned on weekends
- More time in between (different courses) deadlines / exams
- Recognise we are in pandemic and no one is 100%
- More communication/interaction professors/students

I expect the TU Delft to support student wellbeing in the following areas...

Percent saying yes (%)

	nov./21		
	AVG	ENG	NL
Mental health	78%	80%	77%
Physical health	39%	47%	36%
Finances	33%	41%	30%
Social life	40%	45%	38%
Study environment	82%	69%	86%
Academic performance	79%	70%	82%
Planning for the future	70%	68%	71%
Finding a job	49%	61%	45%

Other:

Finding housing

New insights & ideas - motivation

- More information on **job prospects** after graduation
- Create **awareness** on wellbeing and how to support motivation
- More **space for students to influence** TU sustainability
- More promotion of external organisations/associations
- Attention to spiritual wellbeing

New insights & ideas - campus

- **Videocalls dedicated, quiet spots** on campus
- Screens and ergonomic chairs on campus
- More chilling/relax spots on campus (e.g., benches outside, power nap bedrooms)
- More rational covid measures, that should be followed by everyone

New insights & ideas - organisation

- Use **single calendar/platform** for all TU courses & communications about lectures topic/homework (automate)
- Study-related **excursions/trips** to bond with other students
- More group projects
- More information for internationals to adapt to study culture

Quotes

“**Most courses were only given online**, which really disappointed me”

“It was **really good to be back to on campus** education and i met a lot of new people in minor”

“Good to stay home study without wasting time on early trains.”

Quotes

“The weather is so depressing, and the lockdown is not helping.”

“I like being in Delft, learning new cultures and meeting new friends, but the study phase is rather high. Feels like time flies by because i just study for new assignments each week.”

“Constantly questioning myself whether i will be able to become a good researcher and deliver a respectable master's thesis.”

Belongingness quotes

“I would be happier if i got to work with people instead of alone.”

“Lonely. Coming to a new city with no friends is always hard, and only being in a passing contact with people from one's faculty leaves me isolated.”

Quotes

“I had classes and lunch with my best friend today! extremely good!”

“I had a mentor meeting today and they are really nice people and they made my hopeful for the day :)”

Gratefulness

“There are so many **moments in my days that I am grateful for - small interactions**, little joys like good food or biking to school. I know that **I am learning and growing a lot** too, and that makes me feel good about life”

“Feeling nice about the weekend at the moment because I get to relax and chill :)”

Workload is mentioned often

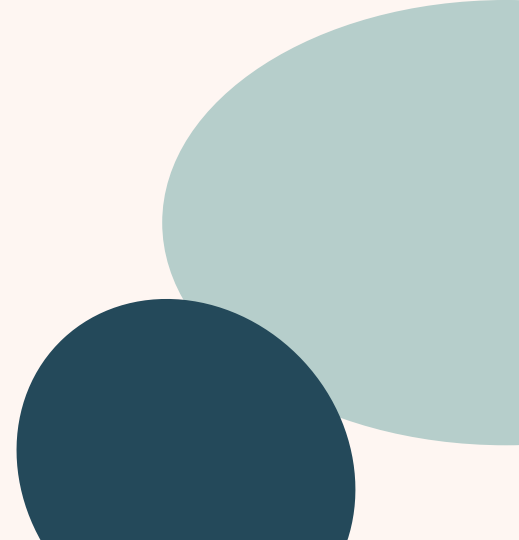
“The workload and culture of work is such in the school of architecture that **I do not have enough time to socialize, practice sports and rest.**

I spend almost all my time at the university, and it is expected from me to **work also over weekends (the schedule of one of the courses is such)**”



Workload is mentioned often

“**Super stressful, too much workload.** at least I really like what I learn, but i don't really have the time to enjoy it all.”



Workload is mentioned often

“please **start evaluating how much time students spend of tasks** prescribed by tutors. also educate them about the risks that disregarding health problems and even simple symptoms can bring. many of my friends don't put any attention to shaking hands, **sleep problems, cheilosis and barley, headaches, balance problems, chronic stress, anxiety, back and eye pains, vomiting from stress and other stomach problems**, etc. - it is amazing to notice how common those problems are among architecture students and that **a normal reaction is to take some painkillers and continue working**. there is a feeling of impossibility of change, of sacrifice to art and of unawareness of the serious problems that ignoring those initial symptoms can lead to.”

Workload is mentioned often

“evaluate the study hours demanded from each course and especially for msc students consider the strict and quite frankly sometimes impossible conditions put on first year courses that **force students to extend their study (a lot of students cannot and so need to consider dropping the entire msc because of how much it costs)**, instead of actually have a resit the following quarter.

consider making **more scholarships available aimed at non-eu internationals** using the many technical industry contacts the tu has.”

Working and studying

"i am part of the new msc robotics and the programme was organized with 4 mandatory deadline between 3 exams. **i am an international student who works part-time, this structure meant that by the end of exam season i was completely burnt out;** furthermore because we don't actually get time at the end of a quarter it means that i am now again studying before i have even recovered a little. it has become pretty evident that the msc programmes or any programmes here to be completely honest actually consider the situation international students are in despite the tu claiming to be 'so diverse' and to 'cherish diversity'; the multiple public workshops mean absolutely nothing unless the plethora of visa, money and study time problems international students face are actually addressed. professors often justify a lack of good content or explanations with 'maybe you shouldn't be in this degree' and quite frankly that is unacceptable to somebody who pays 20k a year to be here. it is a lazy justification for subpar material and preparation. **courses are designed such that failing any single one will mean you need to pick it up during thesis period, forcing international students who cannot afford it to extend their study.** do you think this is fair?"

Studies quotes

“Sometimes it feels like we should just learn a lot and there is **too less of time for reflection and actual learning.**”

“**The course material was just too much** to handle sometimes. Often, I was overwhelmed.”

“**I would love having a lot more structure to the program.**
It would take a lot of stress off of my head”

Support quotes

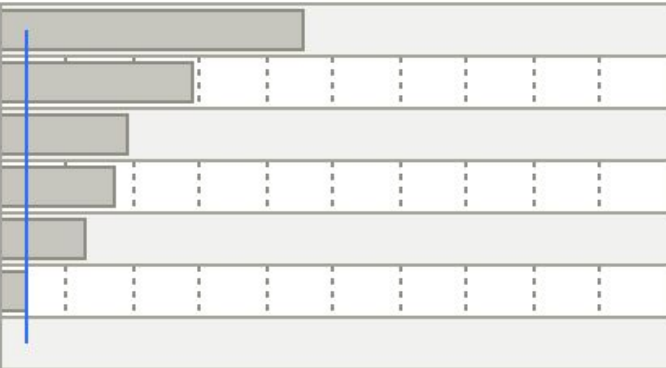
“I have been **doing the thesis for more than one year, my supervisors are completely useless** and I can see all the plans that I had made for the future vanishing, I feel like i have less and less to look forward to.”

“The **amount of assignments from day to day is unreasonable**, even though i literally work without a break, I feel that it is humanly impossible to keep up to date. I'm at the point where I feel there aren't enough hours in a day to complete everything that is expected of us, even though 8 hours of sleep are non existent (average of 4).”

Value checkboxes

	Percent saying yes (%)		
	nov./21		
	AVG	ENG	NL
I was satisfied with the interactions I had with other students during my courses	53%	58%	51%
I was satisfied with the interactions I had with professors and coaches during my courses	40%	44%	39%
I was satisfied with the course materials I was provided with	46%	48%	45%
I felt like the work I was doing for classes was worthwhile	43%	42%	43%

Predicting Academic Experience

Source	LogWorth		PValue
AVG Value	22,811		0,00000
AVG Comm	14,417		0,00000
AVG Feeling	9,653		0,00000
AVG Motivation	8,626		0,00000
AVG Working env.	6,569		0,00000
AVG Phy. Health	1,971		0,01070
AVG Belonging	0,196		0,63739

Courses and study load

Open answers, needs:

- less workload, more meaning and application of theory
- live teaching (even if on zoom), recordings for absents
- more contact with students and teachers
- better organisation and communication, e.g., single platform/calendar; expectations management
- more info on study culture for internationals
- more support & contacts during graduation

Study material quality

“**Lectures were pre-recorded**, in which not all concepts are explained well. basically, **a video of 30-40 mins took 3-4 hours to fully understand.**”

Quotes

“I'm an international student and all of this is new to me. Plus **the teaching system is really different than my country** and even though i'm about to cope up with most of the courses, **some courses like co make it extra hard for me to survive here.** everything seems to be made too complex when it could have been made easier. i'm meeting **new people everyday.....different kinds of people and it's exhausting my social battery.** it's good but i feel mentally fucked sometimes”

Checkboxes - Physical environment

	Percent saying yes (%)		
	nov./21		
	AVG	ENG	NL
I was satisfied with the COVID measures on campus in general	56%	54%	57%
I was satisfied with the COVID measures at my faculty	54%	49%	55%
I adapted well to the current study conditions	55%	54%	56%
I was satisfied with my physical study environment at home	46%	41%	48%
I was satisfied with my physical study environment on campus	56%	58%	55%
I was satisfied of my experience of videocalling, when I was on campus	16%	17%	16%

On-campus environment

Open answers, needs:

- more self-study spots, more quiet locations
- more study activities on campus (3 days/week)
- possibility to choose online/in person lectures
- rational covid measures and make people follow them
- videocalling on campus: less noise
- bedrooms for powernaps

Housing issue

“I enjoy studying at TU Delft, but I always feel stressed because I only rent my studio for six months, and I find it challenging to find a new location in the mid-year of academic year.”

Predicting Academic Experience

Source	LogWorth		PValue
Often, I felt like no one at TU Delft cares about me	9,868		0,00000
Overall, I felt motivated to finish my current study program	5,362		0,00000
I was satisfied with the interactions I had with professors and coaches during my courses	4,258		0,00006
I adapted well to the current study conditions	3,870		0,00013
I felt like the work I was doing for classes was worthwhile	3,189		0,00065
Often, I felt like my stress levels were unsustainable	2,783		0,00165
I was satisfied with the course materials I was provided with	2,490		0,00324
Overall, I felt satisfied with my online / offline balance	2,137		0,00729
Often, I felt down	1,999		0,01003
Often, I felt like I belong at TU Delft	1,908		0,01236
Overall, I felt confident about graduating on time	1,739		0,01825
Often, I didn't feel good about myself	1,552		0,02804
Overall, I felt my education will lead to a meaningful impact	1,353		0,04431

$R^2=0.29$

Most predictive

- Human care from TU
- Motivation
- Interactions with professors and coaches
- Adaptation to new conditions
- Worthwhile work

Predicting Subjective Happiness

Source	LogWorth		PValue
Often, I felt down	15,903		0,00000
Often, I felt like my stress levels were unsustainable	6,358		0,00000
Often, I didn't feel good about myself	6,152		0,00000
Overall, I felt good about my sleep quality	4,764		0,00002
Often, I felt like no one at TU Delft cares about me	3,834		0,00015
Often, I felt lonely	3,602		0,00025
I adapted well to the current study conditions	3,305		0,00050
Overall, I felt motivated to finish my current study program	2,873		0,00134
Overall, I felt good about the amount of time I spent outside	2,138		0,00728
Often, I felt left out	2,115		0,00767
Overall, I felt optimistic about the future	1,881		0,01317
Overall, I felt good about my exercise levels	1,432		0,03701

$R^2=0.48$

Most predictive

- Depressed mood
- Unsustainable stress
- Low self-worth
- Sleep quality
- Human care from TU
- Loneliness

Predicting Subjective Happiness

Source	LogWorth		PValue
AVG Feeling	54,555		0,00000
AVG Phy. Health	12,064		0,00000
AVG Comm	8,418		0,00000
AVG Working env.	2,789		0,00163
AVG Motivation	2,649		0,00224
AVG Value	2,172		0,00674
AVG Belonging	0,331		0,46643

Other needs: wellbeing

- proper break after exams
- lower threshold to talk with someone from TU, more psychologists availability
- more attention to wellbeing, concentration and depression problems

Other needs: studies

- hybrid courses, not 100% one way
- better courses communication/expectations management, e.g., one calendar with all correct info on courses
- improve workload/ects, less pressure
- feedback, not just grades
- more available professors

Other needs

- focus on future career
- more social contact outside lectures
- more affordable/healthy lunch
- more part-time opportunities/being able to follow courses while working part-time
- (very) specific recommendations for home study settings
- ergonomic chairs and screen availability on campus

Improving motivation

- more info on job opportunities after graduation
- more attention/time/resources for extra study activities (sports and social clubs)
- create awareness and inform on motivation
- workshops/lectures from study associations on wellbeing
- informal get-togethers with teachers, make them know they are on the same team
- teachers available, reaching out for help

Good routines

- plan day in the morning, schedule breaks and fun activities
- get up same time everyday, work on fixed time slot 9-18
- do things in person as much as possible, study with other students (e.g., rent space)
- chill on library roof
- talk to loved ones (e.g., videocalls)
- self care (e.g., sleep, food, hygiene, physical activities, be outside 30 mins/day)



**How can we transform these findings
in concrete actions?**

Conclusion

1. Highlight topics for **deep-dive**
2. Next iteration scale down to **faculty-level**

Spreading the word

- **Student Wellness Workshop**
with study association members
and teacher assistants
- **Stakeholders Workshop**
to initiate proposed actions

