TU Delft

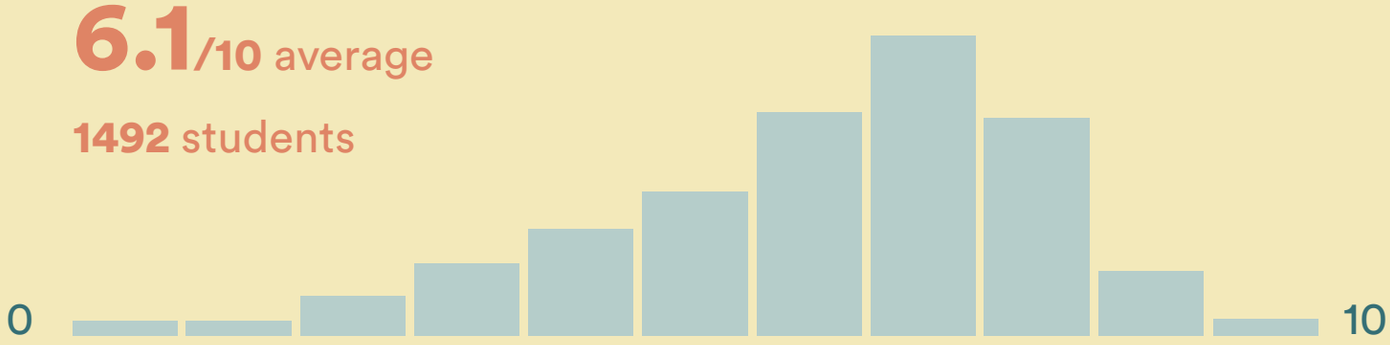
Students Wellness Insights

December 2021

Life satisfaction

6.1/10 average

1492 students



"I do find it really hard to balance everything, from friends to studies and the pressure to get everything done"

3rd year bachelor student

How to read this infographic

Based on the results of the survey held in November 2021, we present the **main areas of need** expressed in the survey and **what TU Delft can do about it**.

Below, you can find the TU Delft Student needs organized per category and the most feasible ideas about how to respond to them, in the following format:

Topic

- Students need...

› What to do about it?

Mental health

"After COVID-19, students are experiencing a lot of pressure, panic attacks, high levels of anxiety, and very little capability of dealing with these feelings"

2nd year master student

78%
expect TU Delft to support students' mental health

45%
feel like their stress levels are unsustainable

Recognition

- Acknowledgement of the impact the pandemic has on their lives

› Teachers **making wellbeing central** and being open to **listening and understanding personal issues** that can get in the way of performance

Communication

- Empathic communication and information on wellbeing and how to improve it
- Information for and attention to internationals to facilitate adaptation to study culture

› **Short stories about wellbeing**

› Communication of wellness insights via study associations

› Website with news feed on study culture and wellbeing at TU Delft

Working pressure

"Due to my studies and everything around it, I have very little time for myself. This problem is getting bigger and bigger for me personally."

2nd year bachelor student

35%
feel confident about graduating on time

37%
feel satisfied with their study/life balance

Enough is enough

- Less work pressure and pressure to perform
- Know how much work is enough, proper and healthy

› Teachers should make clear that **working more than expected is not normal**

› **No more cum laude** hindering prolongment of program due to relevant extracurricular activities and promoting overstudying

Time to rest

- Proper and real breaks
- Normalise taking a “mental health” day off

› **Leave weekends and calendar breaks really free** from studying and deadlines

› Allow **time to rest in between** different courses’ **exams**

› **Free “wellbeing day”** with relevant activities each semester

Value and meaning

“The courses we took made a lot of sense to me, I felt I was really doing something meaningful.”

1st year master student

We found a positive correlation between perceived value in education and academic experience

$r(1453) = .24; p = <.0001$

Success recognition

- Acknowledgement of

› **New ways of appreciating**

efforts

- Recognition when students finalise their studies

students' work, other than grades

Course quality

- Live interactions with teachers and students
- Support creation of community
- Vision and consistency of study program and courses
- Clear, concise and on-time communication

› **Live lectures** allowing feedback, both off- and online

› **More group work,** preferably offline

› Communicate **relation among courses'** content

› **Single platform** for courses calendars and communication

› **"How to" on courses Brightspace page** with, e.g., weekly checklists, tutorials

Personal purpose

- Develop and follow personal vision, also outside of studies
- Support students motivation

› Support student in creating **impact on campus sustainability**

› Facilitate **integration of external internships** in study program

› Inform student on what **job prospects** they might have after graduation

Blended education

"It would be better to have a hybrid education, not 100% online or 100% on campus. It was really nice to have the opportunity to attend courses on site, which is a lot more engaging"

1st year master student

34%
feel satisfied with their online / offline balance

40%
are satisfied of interactions with teaching staff

Facilitation

- A blended/hybrid working environment, tools, and approach

› Provide **time to switch** between online and offline activities

› **Microphones**, wifi connection, webcams and all that is needed to properly participate to online activities, even in not-so-quiet locations

Flexibility

- Freedom to shape own routine
- Possibility to study from their hometown for a while

› Consider necessities of (part-time) working students

› **Maintain flexibility** of online lectures

Campus environment

"The facilities are awesome. However, it is hard to find a quiet place where I can talk in videocalls"

2nd year master student

16%
are satisfied with videocalling on campus

56%
are satisfied with COVID-19 measures on campus

Study spots

- Quiet and suitable for online activities
- Available and easy to find
- Ergonomic and well equipped

› Dedicated locations for **online lectures, meetings and exams on campus**

› **Tool to find spots** in all campus buildings

› More ergonomic chairs and available screens

COVID-19 regulations

- Feeling safe
- Clearly communicated, rational rules, respected by everyone

› **Allow choice** for having meetings, lectures and exams on- or offline

› **Record lectures** for students that cannot attend due to COVID-19 or do not feel safe

Students community

“Because of corona, some know each other very well, others don’t. It’s hard to join a group, especially if you don’t know anyone well.”

2nd year bachelor student

26%
feel part of a community at TU Delft

28%
often feel like they don’t have anyone to talk to

Social opportunities

- More opportunities without needing to take initiative
- Offline contact with fellow students

› **Regular events** for students to **share their passions** outside of their studies

› Stimulate interaction among **different study courses**

› **Involve internationals** more in activities and (study) associations

› **More spots to chill** and hang with friends on campus, e.g., benches

› Study related excursions

- Informal interactions with

› **Faculties’ cafés** with teachers and academics

participation of students and teachers

Extra activities

- Promotion of non- strictly academic activities and lower threshold

› **Inform more** on how to be part of study associations and events

› **Promote X courses** and make signing-in easier

My Wellness Check is part of the Study Climate Program. Every quarter, an updated iteration of the survey is distributed, in order to identify new wellbeing needs and ideas to improve the situation. The results are used to inform policies and interventions for students and staff wellbeing.

For more information, joining future workshops or sharing your ideas, please contact wellbeing@tudelft.nl

Research conducted by Willem van der Maden, Sofia Fonda, Derek Lomas
Thank you to Amber, Eefje, Emily, Marieke, Matthjis and Sybe for participating in the analysis workshop.

TU Delft

My Wellness Check