

## **ACADEMIC**

Developing and enhancing successful skills and intellectual abilities that lead to overall academic success.









**PRIMARY QUESTION:** How do you feel about your academics today?



## **THE ALABAMA MODEL OF STUDENT HEALTH AND WELLBEING**

The Alabama Model of Student Health and Wellbeing provides an understanding of student wellness that contributes to students' academic and personal success as well as ways to support it. Through this model of wellness, it is our hope students will have a better holistic understanding of health and wellbeing and how it relates to their college experience. The student assessment provides insights into the wellbeing of University of Alabama students over the duration of the school year according to the Alabama model of wellness.

# OVERALL (Total averages by dimension)

-  Overall average of 7 dimensions
-  Academic
-  Career
-  Financial
-  Psychological
-  Physical
-  Social
-  Spiritual



- There was no significant difference in the overall wellbeing index from 2019 to 2020.
- There was a significant decrease in overall academic wellbeing from 2019 to 2020.
- There were significant increases in financial, physical, social wellbeing from 2019 to 2020.

(\*  $p \leq .05$ )

Responses from each of these possible questions are reported on a 4-point Likert scale:

- 1**= Not very good/Disagree/Not very well/etc.      **3**= Good/Agree/Well/etc.  
**2**= Fair/Slightly disagree/Fair/etc.                      **4**= Very good/Strongly agree/Very well/etc.

The numbers plotted represent the average response of all students surveyed in 2020-2021.

Δ Denotes the change (+ increase or - decrease) from year 2019-20

**~25,600**

survey participants consisting of all UA main campus students (undergraduate and graduate) from Fall 2019 through Spring 2021

# BY SEX

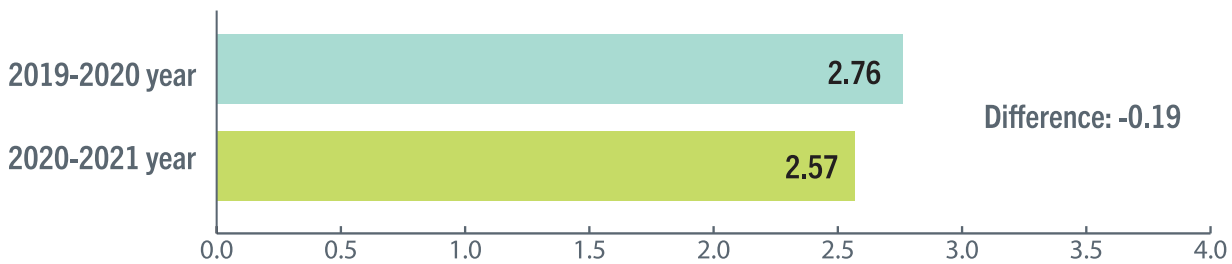
## Overall

There were no significant differences in overall academic wellbeing over both academic years.



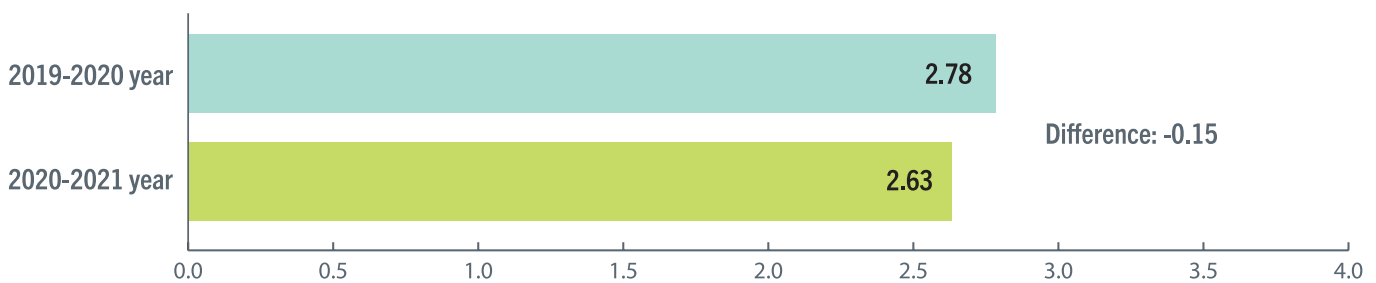
## Female

Female students expressed a significant decrease in academic well-being over both academic years.



## Male

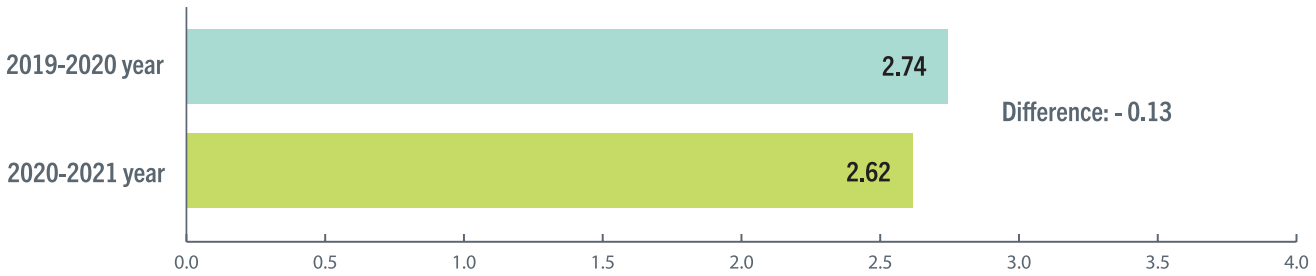
Male students expressed a significant decrease in academic well-being over both academic years.



# BY FIRST GENERATION STATUS

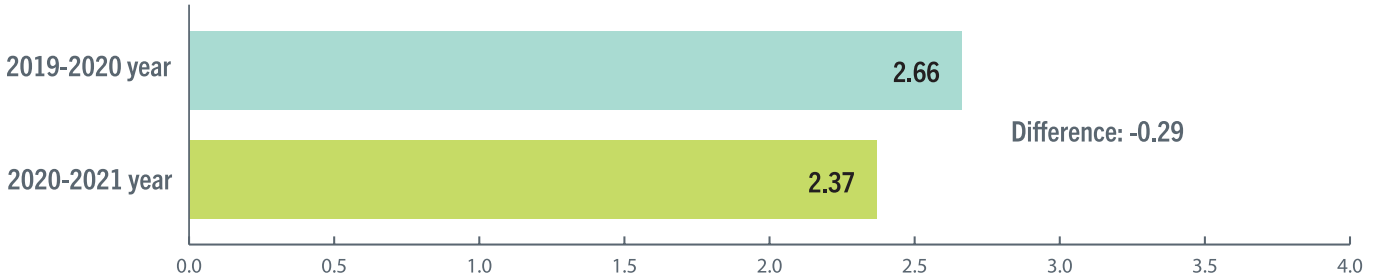
## Overall

There was a significant decline in overall academic well-being over both academic years within this factor.



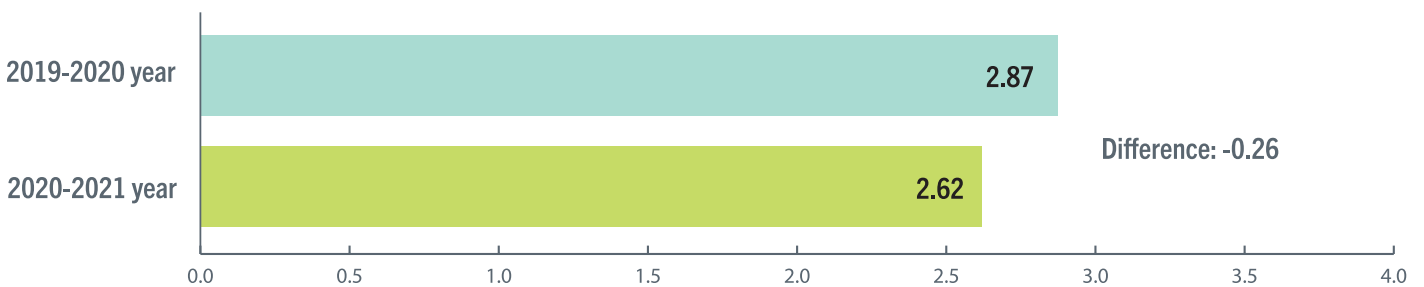
## First Generation

First-generation students expressed a significant decrease in their academic well-being over both academic years.



## Non-First-Generation

Non-first-generation students expressed a significant decrease in their academic well-being over both academic years.

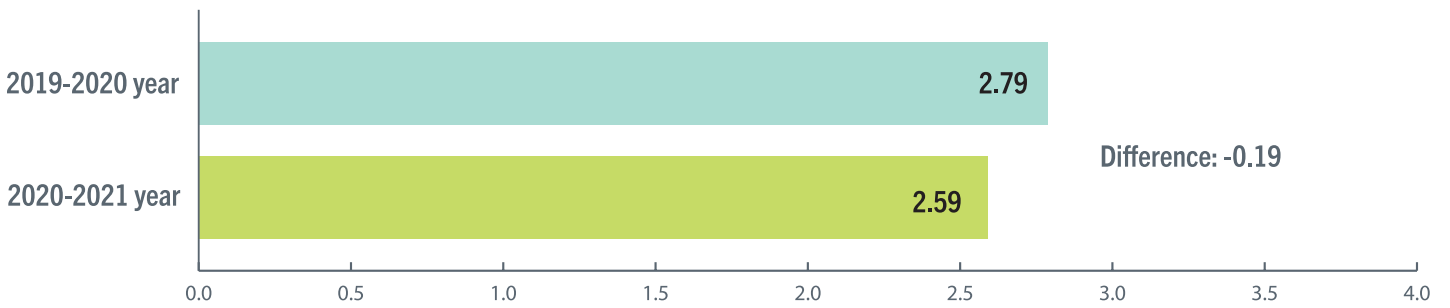


# BY GREEK AFFILIATION

There was an overall decrease in overall academic well-being in the factor of Greek affiliation over both academic years.

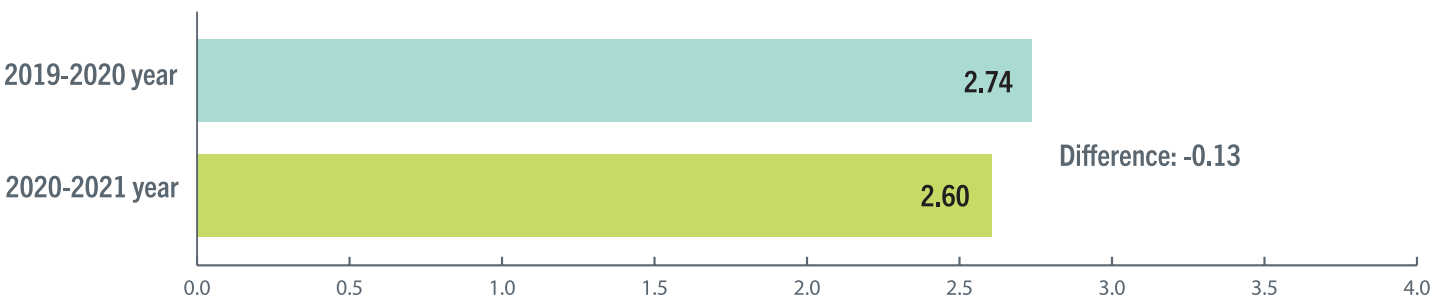
## Non-Greek

Non-Greek affiliated students expressed a significant decrease in their academic well-being over both academic years.



## Greek

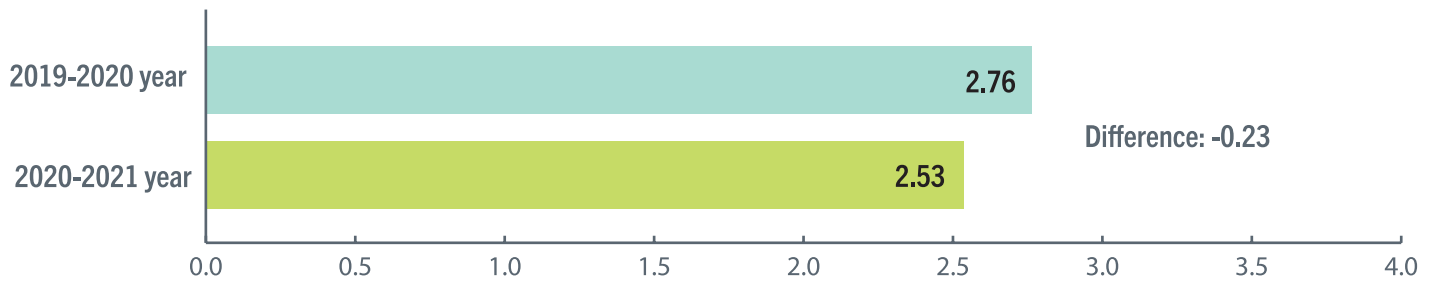
Greek-affiliated students expressed a significant decrease in their academic well-being over both academic years.



# BY RESIDENCY

## In-State

In-state students expressed a significant decrease in their academic well-being over both academic years.



## Out-of-State

Out-of-state students expressed a significant decrease in their academic well-being over both academic years.

