# Social-Emotional Well-Being Survey Results

## 1. Positive Responses

I identified three general positive feelings/views amongst the 49 students that took the survey. It would appear that any programs targeting positive relationships with family, friends, and self are working well for this particularly group of students.

- Nearly all students view their family as supportive and modeling good behaviors.

| Statement | % Agree | % Disagree |
|---|---|---|
| My family is supportive of me following my dreams and achieving a college education. | 100 | 0 |
| I receive a lot of love and support from my family members. | 90 | 6 |
| My family models appropriate and responsible behavior | 88 | 4 |
| I can go to my family for support and advice. | 78 | 6 |

- Most students feel they have good relationships with friends and those friends model good behavior.

| Statement | % Agree | % Disagree |
|---|---|---|
| My friends want me to succeed. | 94 | 0 |
| My friends treat me respect and kindness. | 94 | 4 |
| I am good at making and keeping friends. | 88 | 10 |
| I have one good friend or more. | 94 | 6 |
| My best friends model responsible behavior. | 80 | 12 |

- Students also generally felt positively about themselves.

| Statement | % Agree | % Disagree |
|---|---|---|
| People generally like me. | 96 | 2 |
| I am optimistic about my future. | 96 | 4 |
| I am a positive person. | 94 | 0 |
| I feel good about myself. | 88 | 10 |

## 2. Current Student Struggles

I identified that there are two main areas where the students are currently struggling, with regards their social-emotional well-being. It appears that a significant portion of these students need more help on identifying and managing stress/emotions, as well as techniques to cope and maintain productivity.

- A substantial percentage of the students are struggling with how to manage stress/emotions.

| Statement | % Agree | % Disagree |
|---|---|---|
| I manage my stress easily. | 63 | 31 |
| Sometimes I feel so stressed out that I don't know what to do. | 59 | 41 |
| My feelings do not overwhelm me. | 51 | 41 |
| When I'm upset, I acknowledge my emotions. | 37 | 41 |

| Question | Often | Rarely |
|---|---|---|
| In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | 18 | 57 |

- I found the difficulty with managing stress particularly important as many students responded that they struggled in a variety of ways when they were upset.

| Statement | % Agree | % Disagree |
|---|---|---|
| When I'm upset, I have difficulty concentrating. | 31 | 55 |
| When I'm upset, I have difficulty getting work done. | 20 | 61 |
| When I'm upset, I have difficulty focusing on other things. | 25 | 53 |

## 3. Students in Potential Crisis

(Because I don't have the student's names, I numbered them from 1 to 49 according their original order in the survey results)

There are 8 students (students #16, 20, 31, 32, 36, 37, 41, and 45) who responded yes to at least one of the following questions:

- Sometimes I hurt or cut on myself.
- Sometimes I restrict my food intake or make myself throw up.
- Sometimes I feel like the world would be better off without me in it.

All of these students could be in a potential crisis emotionally and/or physically. I would strongly recommend a more in-depth investigation or counseling for these students.

If resources are limited, then I would suggest focusing on students 16, 32, 37, and 45 as they responded yes to two of the questions listed above.

## 4. Considerations for Future Surveys

**Multiple options for student responses**
A substantial number of the questions in the survey were designed to have the responses yes or no.  Whether intentional or not, 21 students had at least one response of "yes, no" (one particular student even having that response 12 times).  I can only assume this response means that the student neither fully agreed or disagreed with the statement.

While keeping the possible responses as yes/no keep the survey results simpler from an analysis perspective, I also think it is obscuring what could lead to more interesting results if the students were allowed to give a range of responses to the questions.  Therefore, for future surveys, I would suggest giving students a range of agreeing and disagreeing responses, such as: strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree.

**Equal levels of Positive/Negative responses**
For questions with the responses certainly true, somewhat true, not true, it sounds like there is a strongly positive (certainly true) response, a somewhat positive (somewhat true) response and a strongly negative (not true) response.  I would recommend that this be more balanced, such as the possible responses being certainly true, somewhat true, somewhat not true, certainly not true.  This would allow the students to provide more accurate responses for how they feel about the survey.