



San Bernardino
Valley College

Research,
Planning &
Institutional
Effectiveness

Healthy Minds Study: San Bernardino Valley College

Spring 2022

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Executive Summary

The Healthy Minds Study is an online nationwide study administered by the Healthy Minds Network (HMN) for Research on Adolescent and Young Adult Mental Health that examines mental health and campus climate among students in all post-secondary institutions. Since its launch in 2007, the survey has used validated measures to take a detailed snapshot of the campus' mental health. San Bernardino Valley College (SBVC) participated in this survey during the spring semester of 2022 with a total of 764 respondents. Four modules were included in this survey: demographics, mental health status, mental health survey utilization/help-seeking, and climate for diversity and inclusion.

Findings from this survey demonstrate varying needs based on demographics and other student characteristics, including gender identity (i.e., cisgender/non-cisgender individuals), sexual orientation (i.e., individuals identifying as lesbian, gay, bisexual, queer, questioning, asexual, pansexual, and other self-identifying descriptions), race/ethnicity, disability status, socioeconomic status (SES), generational status, care of dependents, and age.

Some students experience **lower levels of belonging**, specifically students who identify as non-cisgender, LGBTQ+, African American/Black, or Asian American/Asian, as well as younger students or lower SES students. Mechanisms for these lower levels of belonging include negative experiences on campus and issues related to race.

These student experiences often influence **students' confidence that they can finish their degree at SBVC** (e.g., for students who are non-cisgender, LGBTQ+, disabled, or lower SES), their **symptoms of depression or anxiety** (e.g., for students who are non-cisgender, LGBTQ+, disabled, non-White, lower SES, or younger), or their **grades** (e.g., students who are non-cisgender, African American/Black, or younger).

Since improving feelings of belonging can positively affect academic and health outcomes (e.g., Walton & Cohen, 2011), taking action to make SBVC a more cooperative, welcoming, respectful, friendly, and comfortable climate for certain groups may lead to more desirable student outcomes.



Report Overview

This report presents findings from the nationwide Healthy Minds Study administered at SBVC on issues of student mental health and campus climate during spring 2022. First, it reports the demographics of the students who responded to this survey; then, it investigates how student outcomes and the campus climate vary by demographics, finding these results:

Gender identity: Students who identified as non-cisgender experienced more disrespect, offensive jokes and comments, and superficial treatment and were less confident than their cisgender peers that they will finish their degree at SBVC. They demonstrated significantly more symptoms of depression and anxiety.

Sexual orientation: In comparison to students who identified as heterosexual, students who identified as LGBTQ+ experienced significantly lower levels of belonging, were less satisfied with their experience at SBVC, and were less confident that they would finish their degree at SBVC. They demonstrated significantly more symptoms of depression, anxiety, and eating disorders.

Race/ethnicity:

- *Hispanic/Latinx students* generally reported more positive experiences at SBVC than non-Hispanic/Latinx students. They were significantly less likely to have considered leaving SBVC due to feeling isolated or unwelcome; felt more valued by SBVC administrators; and felt as though they are treated fairly and equitably on campus in general.
- *For African American/Black students*, an antiracist community environment is particularly important since these students had lower levels of belonging at SBVC, felt less valued by other SBVC students, and were more likely to feel that the campus environment negatively affects their mental/emotional health. They also had significantly lower overall GPAs than non-African American/Black students.
- *Asian American/Asian students* experienced significantly lower levels of belonging at SBVC despite having higher GPAs than non-Asian American/Asian students. They were significantly less likely to believe that SBVC has tried to help diverse students belong on campus or that SBVC has tried to foster respect for cultural differences.
- *White students* experienced more positive outcomes at SBVC than non-white students, including greater overall satisfaction at SBVC, higher levels of psychological well-being, and lower levels of depression and anxiety. However, they were significantly more likely to feel less valued by SBVC administrators.

Disability status: Students with disabilities reported more mental health issues (i.e., lower psychological well-being, more symptoms of depression and anxiety) than students without disabilities. They were significantly more likely to agree that the campus environment negatively affects their mental/emotional health. There were additional differences between students with a disability who had registered for services and students with a disability who had *not* registered for services. Specifically, students with a registered disability were more likely to report a negative campus climate of being treated suspiciously or rudely, but students with a non-registered disability had greater symptoms of depression and anxiety, and were less confident that they could finish their degree at SBVC.



Socioeconomic status (SES): Most students perceived themselves as lower rather than higher in SES. In comparison to students higher in SES, students lower in SES experienced lower levels of belonging and were more likely to report being treated negatively (e.g., treated rudely, not taken seriously). These students were also less confident in their ability to finish their degree, less satisfied overall, and had more mental health issues (i.e., lower levels of psychological well-being; higher levels of depression, anxiety, and eating disorders).

Generational status: Although there were no significant effects of being a first-generation college student on student outcomes in this survey, there were demographic differences, where Hispanic/Latinx students and students with dependents were more likely to be first-generation college students.

Age: Younger students were more likely to be non-cisgender or LGBTQ+, were of Hispanic/Latinx or Middle Eastern, Arab, or Arab American backgrounds, or did not have dependents. These students were more likely to report lower levels of belonging, psychological well-being, more mental health symptoms, less confidence that they could finish their degree at SBVC, and lower grades.

Students with dependents: There were demographic differences as to which students were more likely to have dependents, particularly female students, heterosexual students, students ages 30-49, first-generation students, and students without a disability. Students with dependents were more likely to believe that they could reach their full potential and to experience belonging at SBVC than students without dependents.

Since this report relied on using statistical significance to state results with less than a 5% chance of error, there may be other differences between groups not described here with a larger margin of error. Additionally, despite quantifying the data, it is essential to consider that there is a student behind each number and that these differences between groups may be more nuanced due to intersectional identities.

Thus, the goal of this report is to continue conversations on how campus climate and mental health can be improved for all SBVC students by assessing which groups of students may be most likely to experience a more negative campus climate and poorer mental health. Through these discussions of how different students experience our campus, actionable steps may be initiated to better support our students through their journey at SBVC.



Sample Characteristics

A total of 764 students from SBVC responded to the Healthy Minds Survey (Table 1). The survey respondents were representative of the enrolled student population at SBVC by ethnicity, age, disability status, and generational status. However, the survey respondents had a higher percentage of females.

Table 1. Student Demographics Spring 2022: Survey Respondents vs. Enrolled Students

Demographics	Percentage of Respondents (<i>n</i> = 764)	Percentage of Enrolled Students (<i>n</i> = 9757)
Gender Identity		
Female	74.7%	60.8%
Male	21.2%	38.9%
Non-cisgender	3.9%	NA
Not reported/unknown	0.1%	0.3%
Sexual Orientation		
Heterosexual	75.9%	NA
LGBQ+	17.1%	NA
Not reported/unknown	6.9%	100.0%
Ethnicity		
Hispanic/Latinx	63.2%	68.4%
White	12.8%	11.4%
African American/Black	9.2%	10.7%
Asian American/Asian	7.2%	4.8%
Middle Eastern, Arab, or Arab American	0.9%	NA
Native Hawaiian/Pacific Islander	0.4%	0.2%
American Indian/Alaskan Native	0.0%	0.2%
Two or more races	5.6%	3.8%
Not reported/unknown	0.7%	0.3%
Age Group		
Under 20	16.4%	14.1%
20-24	29.4%	35.8%
25-29	17.4%	18.5%
30-34	13.0%	11.9%
35-39	9.5%	7.4%
40-49	8.9%	7.7%
Over 50	5.4%	4.5%
Disability Status		
With a reported disability	8.8%	7.4%
With an unreported disability	7.2%	NA
Dependent Status		
1+ dependents	43.5%	NA
Generational status		
First-generation student	54.8%	57.7%



About the Data Analysis

Despite the use of statistical methods in this report, it is important to remember that *students* and student experiences are being addressed here. This means that behind each of these numbers is a valued SBVC community member; thus, we should treat the data as such and cautiously consider their implications.

Inferential statistics (i.e., correlations, independent samples *t*-tests, one-way between-subjects ANOVAs, and linear regressions) were run to determine how outcomes differed by demographics. Thus, the terms “significant” and “trending” are used in this report to describe the likelihood that the difference between two groups is not due to random differences in the data.

When the difference between the groups being compared is described as “significant,” this indicates that there is a less than 5% chance that the difference between these groups is due to randomness, and that it is highly probable that there is a meaningful difference between these groups. This is the accepted statistical standard used in scientific literature to indicate that a difference between groups exists.

However, when the difference between the groups being compared is described as “trending,” this indicates that there is 5-10% chance that the difference between these groups is due to randomness. These results should be interpreted with some caution since it is lower than the accepted statistical standard used in scientific literature to indicate that a meaningful difference exists. Trending results are used in this report only due to small sample sizes for certain groups and are only described when the results align with other significant results.

Although the focus is on statistically significant results, there may be differences between groups that we are unable to detect due to small sample sizes. When conducting statistics with smaller sample sizes, a larger margin of error exists since individual differences become more magnified with fewer people to balance them out. As such, significant findings in smaller samples are less likely to be detected whether or not differences between groups exist, so they remain unreported here.



Report by Demographics

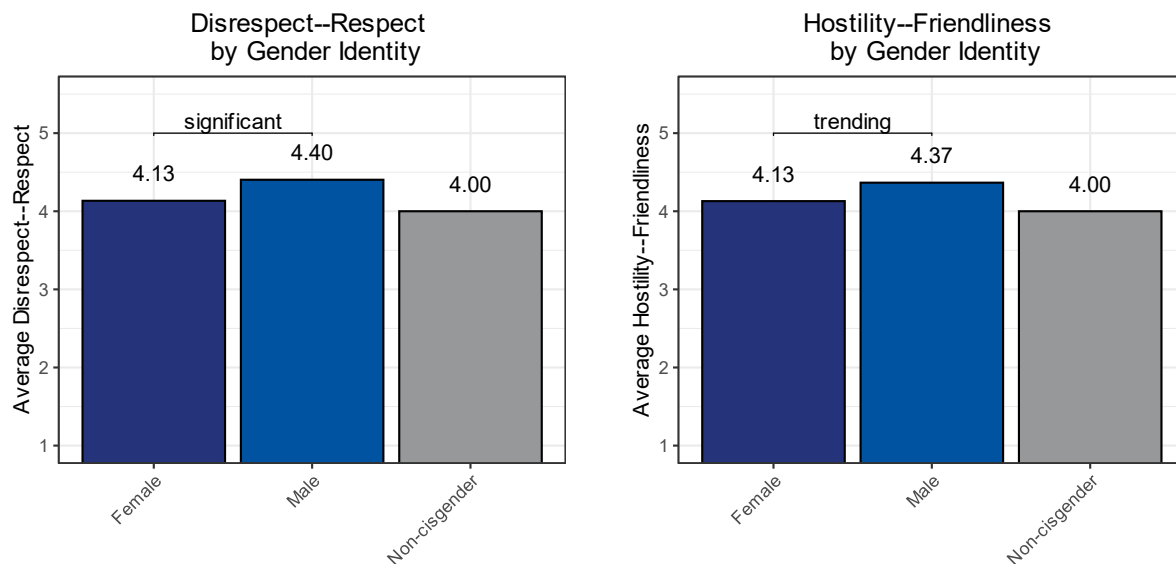
This next section investigates issues of campus climate and mental health at SBVC by student demographics.

Gender Identity

The differences between male and female students emerged in their perceptions of overall campus climate (Figure 1). In comparison to male students, female students perceived the overall campus climate to be significantly more disrespectful (and potentially more hostile).

Non-cisgender students (i.e., students who identify as trans male, trans female, genderqueer/non-confirming, or non-binary) experienced similar perceptions of disrespect and hostility in the overall campus climate as female students (Figure 1), but these differences were not statistically significant since small sample sizes have larger margins of error.

Figure 1. Perceptions of Overall Campus Climate by Gender Identity

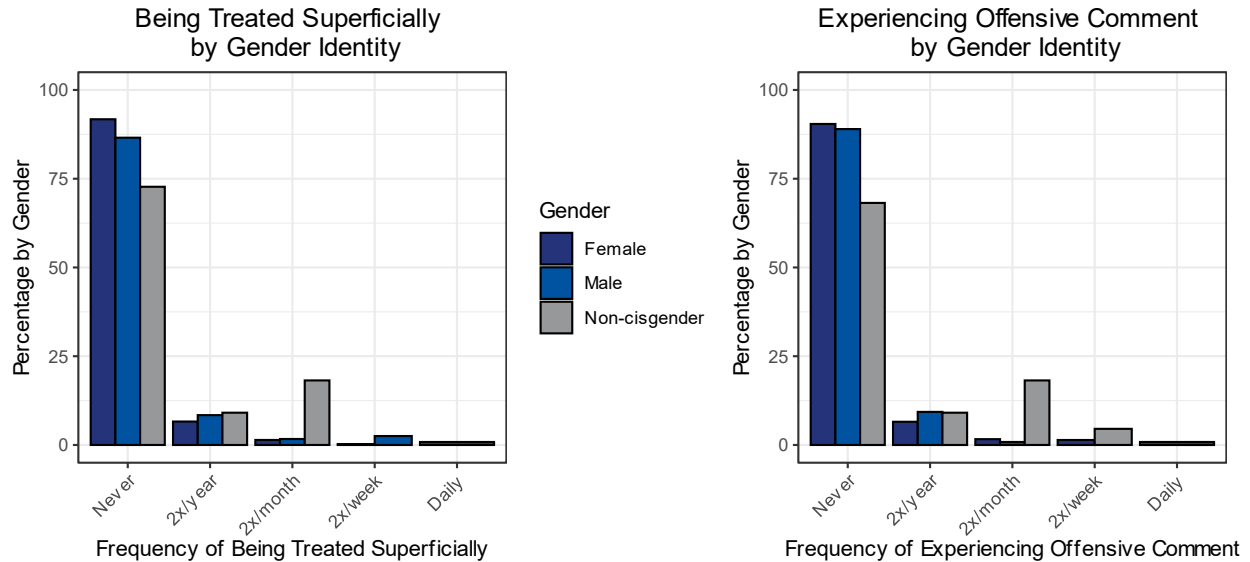


Although research often focuses on the differences between male and female students (i.e., cisgender students), many of the differences in the results of this study emerged between cisgender and non-cisgender students. Despite the non-significant results in Figure 1, these comparisons of perceptions of respect and friendliness between male and non-cisgender students provide additional evidence that fits the pattern of a more negative campus climate for non-cisgender students.

For instance, non-cisgender students were significantly more likely to experience offensive jokes and comments and to be treated superficially than cisgender students (Figure 2). Additionally, 8% of non-cisgender students reported being treated unfairly due to gender in the past year in comparison to 3.5% of cisgender students.

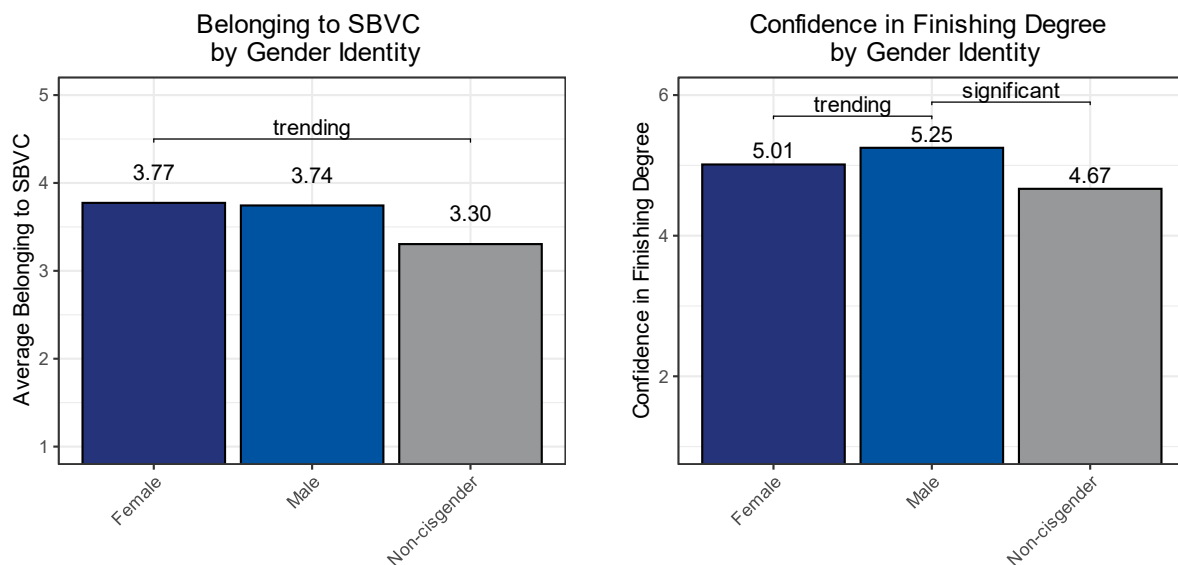


Figure 2. Campus Experiences by Gender Identity



These negative experiences may influence feelings of belonging for non-cisgender students, where in comparison to cisgender students, they were less likely to feel as though they belonged at SBVC, and they were less confident that they would finish their degree no matter the challenges they face (Figure 3).

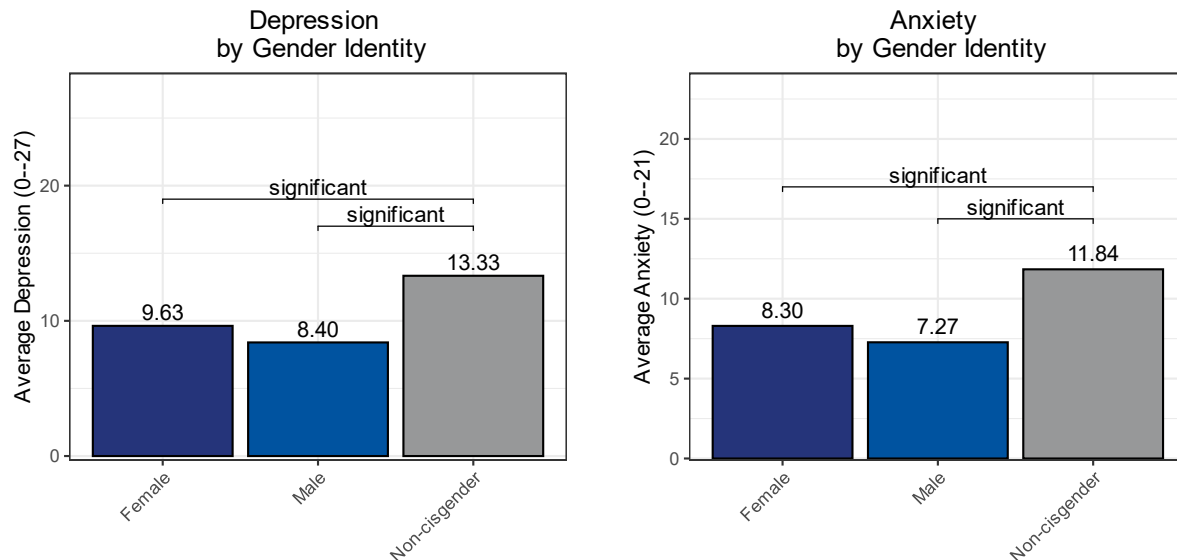
Figure 3. Campus Belonging and Confidence in Finishing Degree by Gender Identity





Non-cisgender students also demonstrated significantly more symptoms of depression and anxiety (Figure 4). Although campus climate may not be the only factor affecting students' mental health, it plays a large role in informing students how they can expect to be treated as they navigate interactions with others and systemic barriers.

Figure 4. Depression and Anxiety by Gender Identity



Conclusion

Non-cisgender students face more academic, social, and legal challenges than cisgender students (Maloy et al., 2022). Overall, these results suggest that non-cisgender students tend to feel less like they belong at SBVC, perhaps due to a more hostile and disrespectful campus climate, and that they experience more mental health issues than cisgender students.

With an increasing number of students identifying as non-cisgender, particularly with younger generations (Meerwijk & Sevelius, 2017), **more research should investigate how student belonging can be increased for non-cisgender students, specifically for the SBVC campus.** For instance, increasing student belonging, such as through instructor expectations, can provide protective effects on student achievement (Fenaughty et al, 2019). However, other avenues, such as improving access to all-gender restrooms, using chosen names and pronouns, creating more inclusive and supportive school policies, and providing more supportive student spaces or student personnel, may also increase student belonging for non-cisgender students.

Further actions need to be taken to investigate more specifically what non-cisgender students at SBVC are experiencing and what they need in order to thrive, particularly in consideration of their intersectional identities.



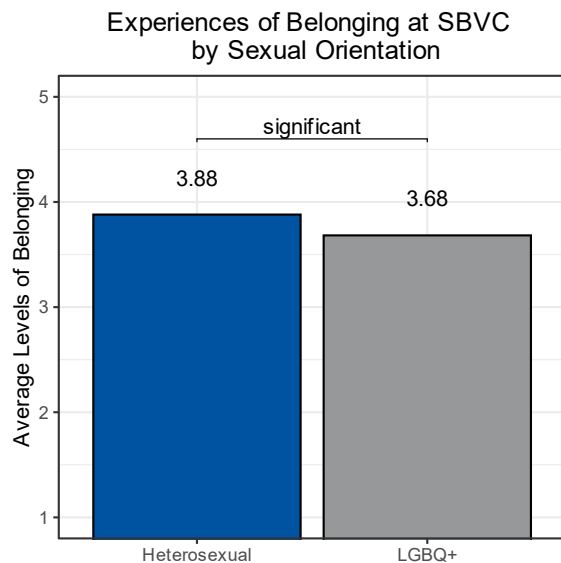
Sexual Orientation

Nearly a fifth (17.1%) of SBVC respondents identified as LGBQ+, which includes students who identified as lesbian, gay, bisexual, queer, questioning, asexual, pansexual, and other self-identifying descriptions, including demisexual, idemromantic, panromantic, and androsexual. Since transgender individuals were included under gender identity, they are not included in this section, so the discussion is on LGBQ+ rather than LGBTQ+ students.

Although gender identity and sexual orientation are two different identities, there was a lot of intersectionality between the groups, particularly for non-cisgender students. At SBVC, the majority (84.6%) of non-cisgender students also identified themselves as part of the LGBQ+ community but only 16.8% of LGBQ+ students identified themselves as non-cisgender (i.e., 83.2% of LGBQ+ students identified as male or female).

LGBQ+ students were less likely to feel as though they belong at SBVC, which was measured as a composite of items about whether students (1) felt valued as an individual, (2) felt as though they belong, (3) considered leaving SBVC due to feeling isolated or unwelcome, (4) felt as though SBVC is where they could reach their full potential, and (5) found a group they belong to at SBVC (Figure 5).

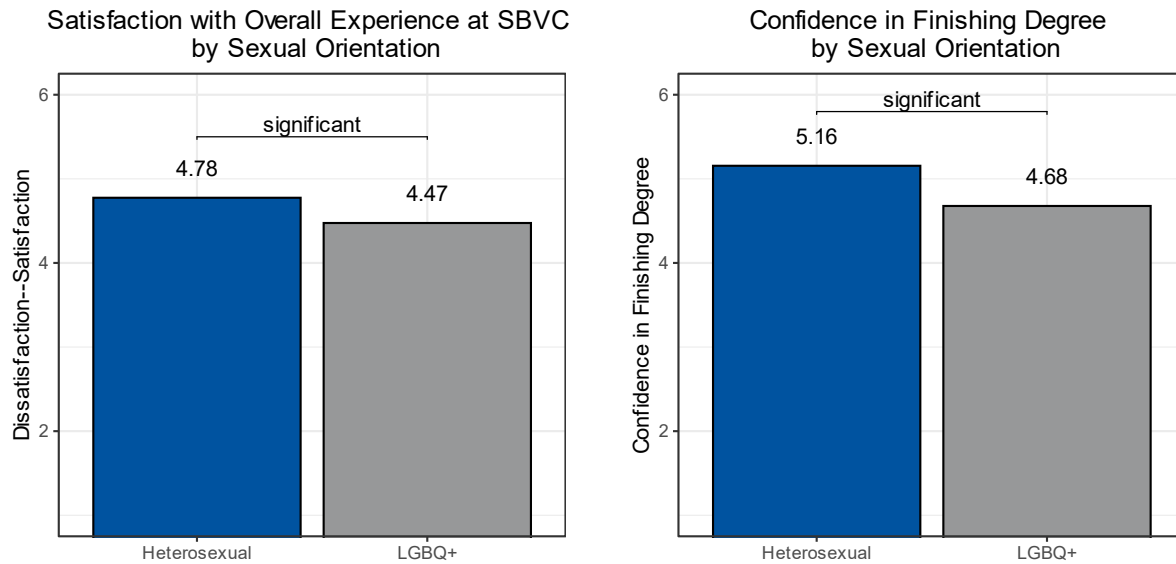
Figure 5. Belonging at SBVC by Sexual Orientation





Along with these lower levels of belonging, LGBQ+ students were less satisfied with their overall experience at SBVC and less confident that they could finish their degree at SBVC (Figure 6).

Figure 6. Overall Satisfaction and Confidence in Finishing Degree at SBVC by Sexual Orientation



Notably, similar to non-cisgender students, LGBQ+ students also experienced more symptoms of depression and anxiety than their counterparts (Figure 7). However, they also reported more symptoms of eating disorders and worse psychological well-being (Figure 8).

Figure 7. Depression and Anxiety by Sexual Orientation

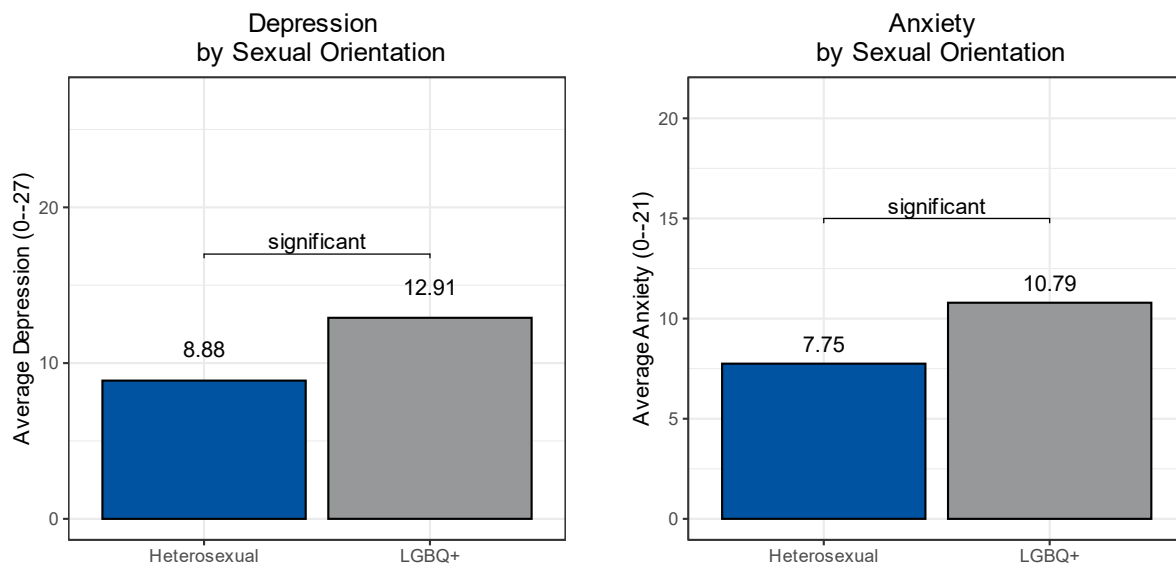
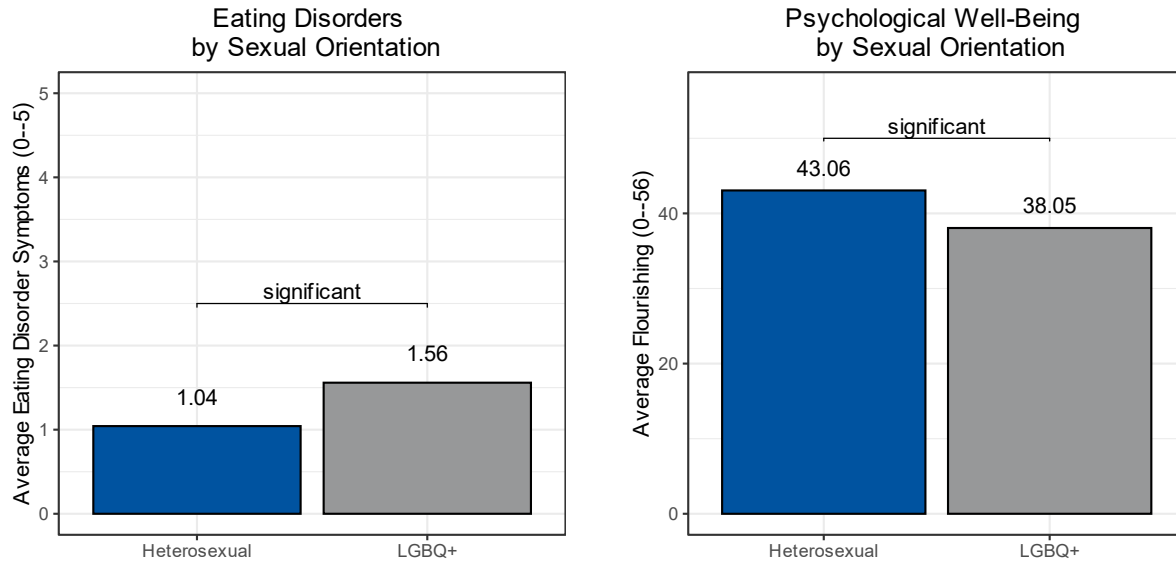




Figure 8. Eating Disorders and Psychological Well-being by Sexual Orientation



Conclusion

There was a lot of overlap in student outcomes based on gender identity and sexual orientation, particularly with issues of belonging and mental health. However, there were differences as well, where non-cisgender students additionally experienced a more negative and discriminatory campus climate.

Due to the prevalence of lack of belonging and mental health issues, it is essential to examine the specific actions SBVC can take to improve student experiences for both LGBQ+ and/or non-cisgender students while taking extra steps to ensure a more respectful environment for non-cisgender students.



Ethnicity

This next section investigates how student outcomes vary by ethnicities, specifically for Hispanic/Latinx, African American/Black, Asian American/Asian, and White students.

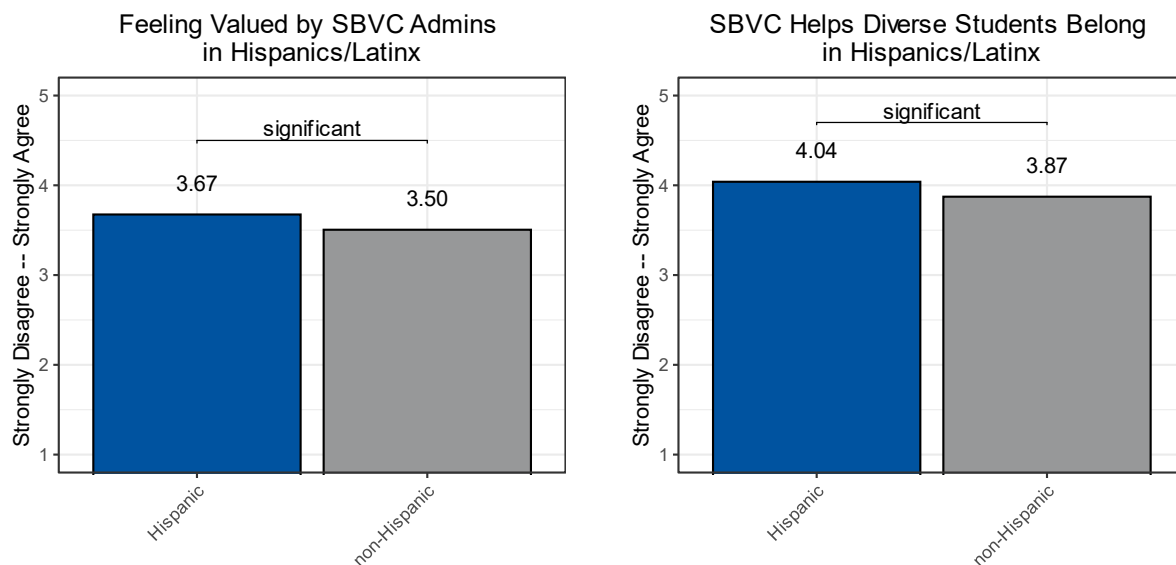
Although there were students who identified as American Indian or Alaskan Native; Middle Eastern, Arab, or Arab American; or Native Hawaiian or Pacific Islander, the sample sizes were too small to be informative of statistically significant results. Due to the probability of error, the results of these groups are not presented in this report.

However, these groups may also be experiencing a more negative campus climate or mental health issues, so these populations should not be overlooked. As such, it is often more advisory to err on the side of caution and work to improve students' experiences, particularly for minority groups who often experience a more negative campus climate (Nguyen et al., 2018; Lewis et al., 2021).

Hispanic/Latinx Students

As a Hispanic-Serving Institution, SBVC has put forth efforts to ensure Hispanic/Latinx students, who make up the student majority, feel valued. This is demonstrated by these results in which Hispanic/Latinx students, in comparison to non-Hispanic/Latinx students, were more likely to report feeling valued by SBVC administrators, and to agree that SBVC helps diverse students belong on campus (Figure 9).

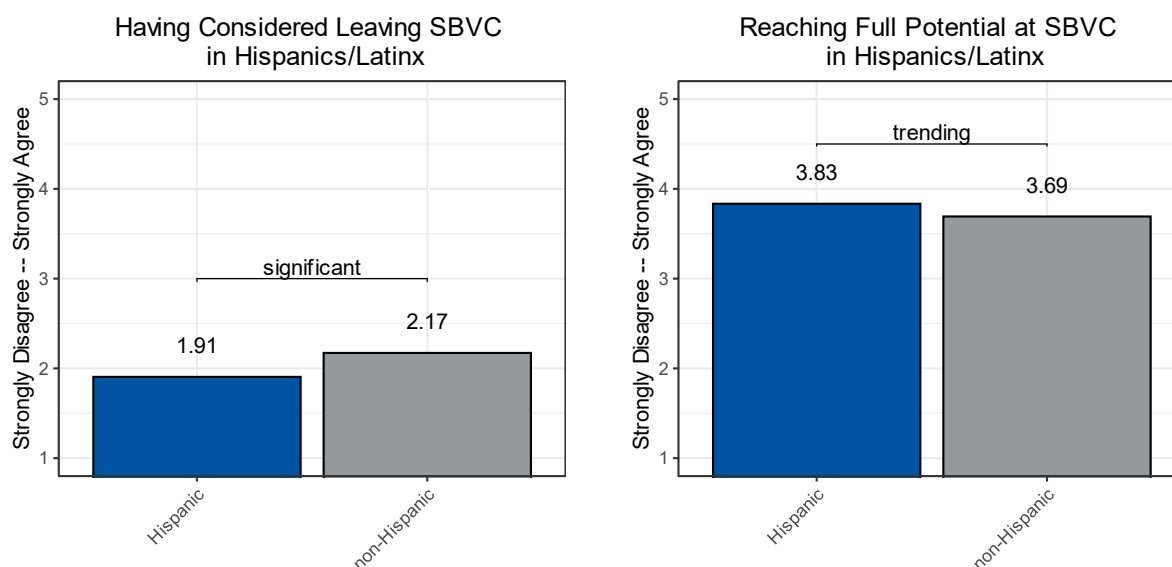
Figure 9. Feeling Valued at SBVC in Hispanic/Latinx Students





These feelings of being valued were correlated with being less likely to have considered leaving SBVC due to feeling isolated or unwelcome and believing they can reach their full potential at SBVC (Figure 10). This suggests that when colleges signal that students are valued, they may be more likely to stay.

Figure 10. Leaving SBVC and Reaching Their Full Potential at SBVC in Hispanic/Latinx Students



Conclusion

Overall, Hispanic/Latinx students reported experiencing a more positive campus climate where they were more likely to believe they were being treated equitably. This positive campus climate was linked to better student outcomes of being less likely to leave SBVC and believing they can reach their full potential at SBVC.

However, **the full story of Hispanic/Latinx experiences may be more complex** than these results indicate since this quantitative survey of students' experiences administered at SBVC only demonstrates one aspect of Hispanic/Latinx experiences.

Prior literature proposes using both quantitative and qualitative data and reviewing longitudinal data (Franco & Hernandez, 2018) for a more comprehensive reflection of equitable outcomes for SBVC Hispanic/Latinx students.

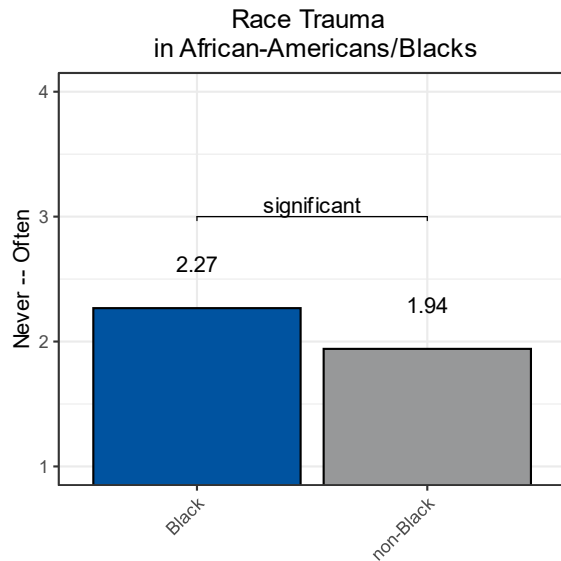
African American/Black Students

Compared to non-African American/Black students, African American/Black students were more likely to report experiencing race trauma (Figure 11), which was measured as a composite of students having trouble relaxing, feeling embarrassment, isolated, like the world is unsafe, having



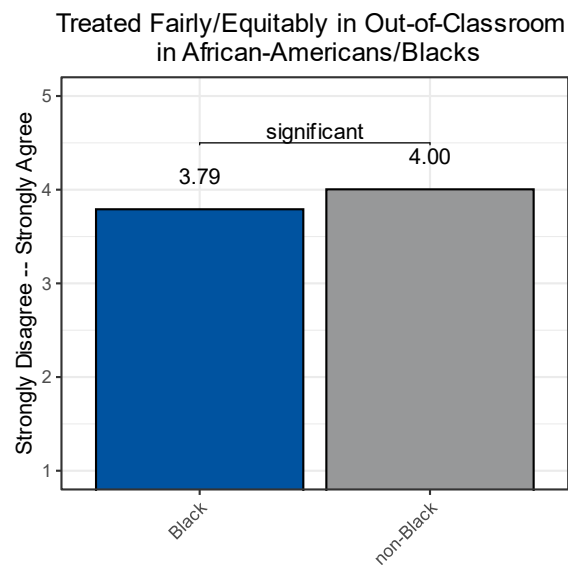
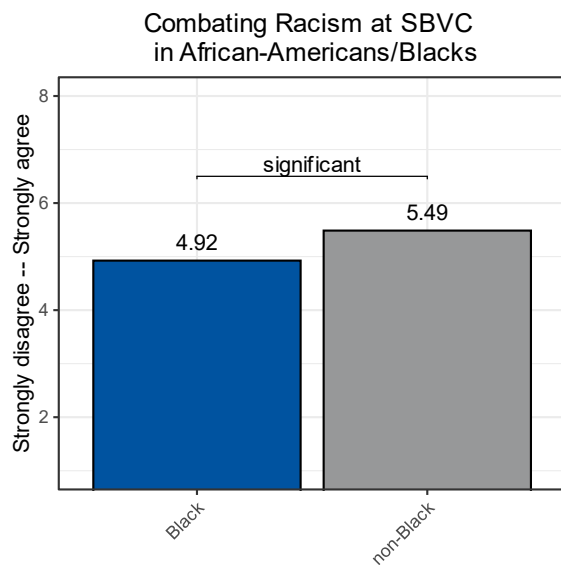
nightmares, being irritable, or fearing social situations due to past experiences of racially discriminatory acts.

Figure 11. Race Trauma in African American/Black Students



These past experiences of racial trauma align with their current experiences at SBVC where African American/Black students reported being less likely to agree that SBVC is actively working towards combating racism within the campus community and less likely to agree that they are treated equitably in out-of-classroom campus spaces (Figure 12).

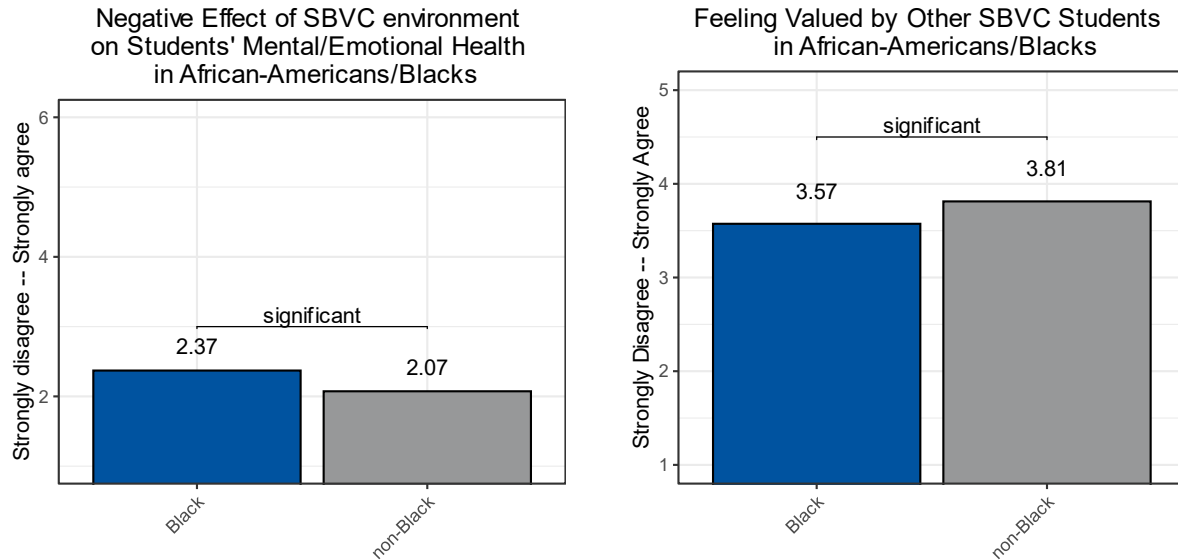
Figure 12. Racism and Equitable Treatment at SBVC in African American/Black Students





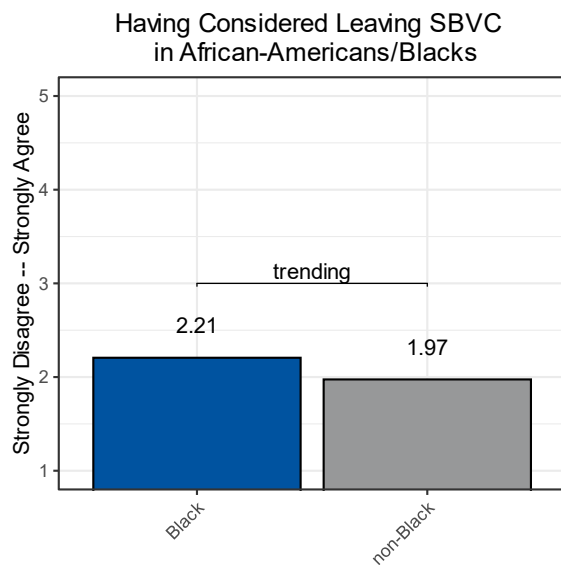
Overall, African American/Black students are more likely to agree that the campus environment at SBVC has a negative impact on students' mental and emotional health, and they feel less valued and listened to, particularly by other SBVC students (Figure 13).

Figure 13. Negative Effect of SBVC Environment on Mental Health and Feeling Valued at SBVC in African American/Black Students



These negative experiences align with African American/Black students' likelihood of having considered leaving SBVC due to feeling isolated or unwelcome (Figure 14).

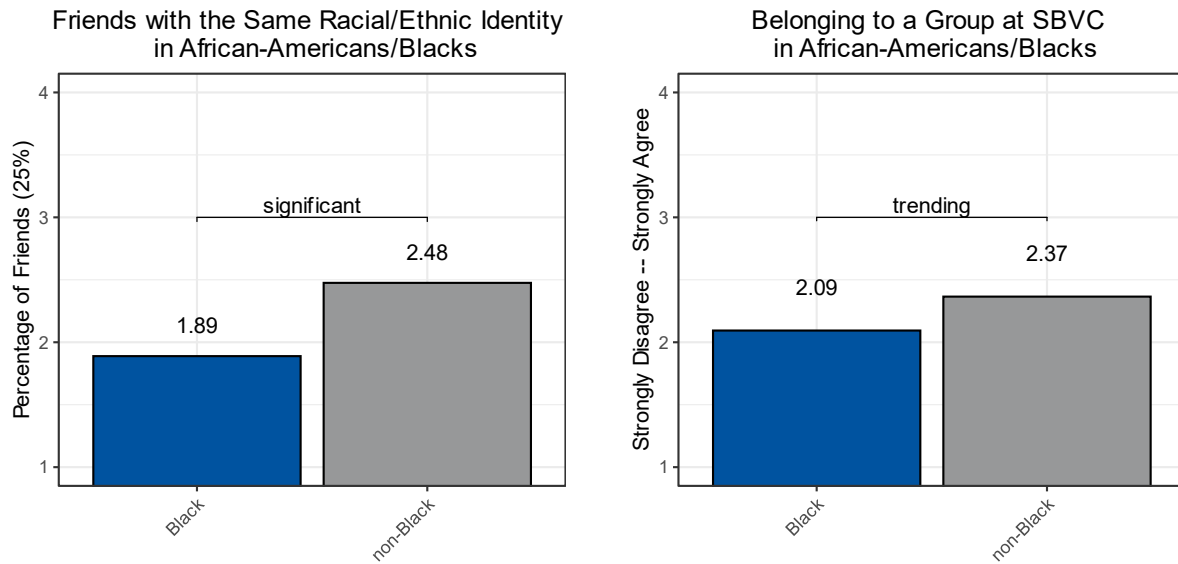
Figure 14. Leaving SBVC in African American/Black Students





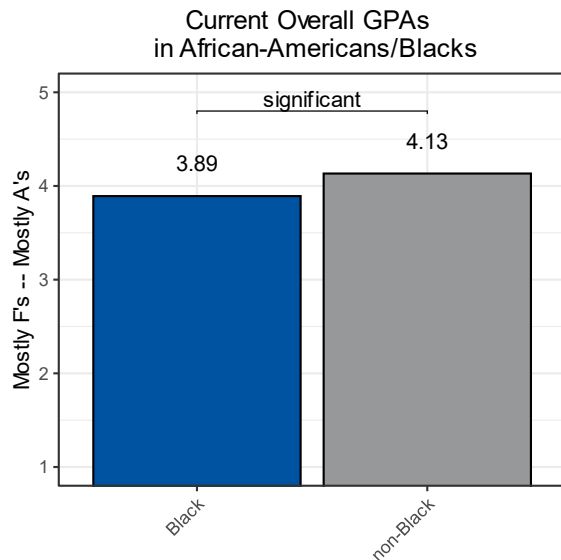
Additionally, African American/Black students reported being less likely to have friends with the same racial/ethnic identity or to belong to a group or community at SBVC (Figure 15).

Figure 15. Same Racial/Ethnic Friends and Group Belonging in African American/Black Students



These experiences may also be more directly related to academic outcomes, such as grades, where African American/Black students reported having lower overall GPAs (Figure 16).

Figure 16. Grades in African American/Black Students





Conclusion

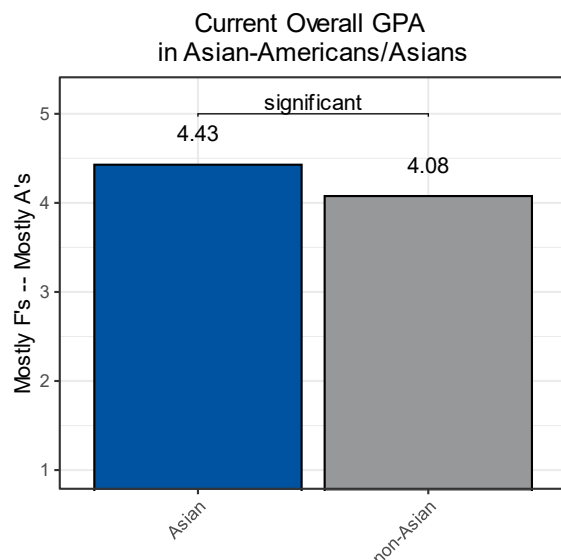
Racism at SBVC continues to be a larger issue for African American/Black students than for other students. These results suggest that African American/Black students believe that this racism stems from inadequate efforts from SBVC to actively combat racism (e.g., structural racism) during out of classroom experiences, from other SBVC students, and perhaps elsewhere not reported in this survey. Candid reflections and consultations about how SBVC can more actively combat racism, structurally and interpersonally, is essential, particularly since African American/Black students tend to report more racial microaggressions than other students, which is then associated with a lower sense of belonging (Lewis et al., 2021).

Having same-ethnic friendships can provide a space for African American/Black students to have their identities affirmed on college campuses for increased campus connectedness (Thelamour et al., 2019), but these effects are not common at SBVC since African American/Black students reported not having as many friendships with those of a similar background. As such, **improving awareness and access to African American/Black-specific campus organizations and programs** at SBVC may help these students feel they belong more on campus in addition to improving the campus climate overall by combatting racist structures and interactions.

Asian American/Asian Students

Asian American/Asian students reported higher GPAs than non-Asian American/Asian students (Figure 17), demonstrating strong academic fit at SBVC.

Figure 17. Grades in Asian American/Asian Students



However, despite thriving in the academic setting, Asian American/Asian students were less likely to feel they belong at SBVC (Figure 18), perhaps due to a more negative climate where Asian



American/Asian students tended to feel less welcomed and less respected at SBVC than non-Asian American/Asian students (Figure 19).

Figure 18. Belonging at SBVC in Asian American/Asian Students

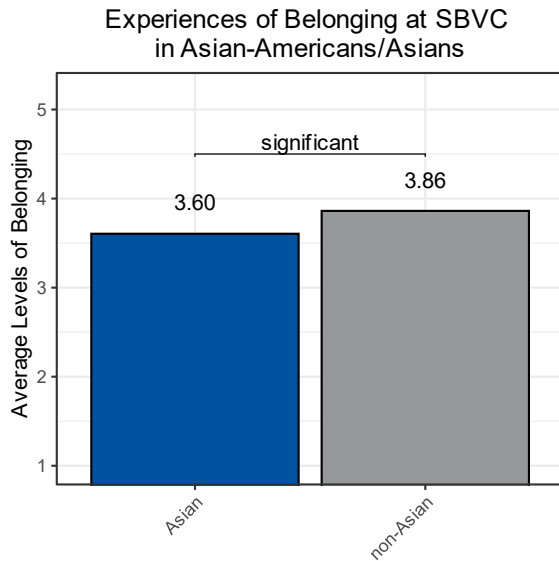
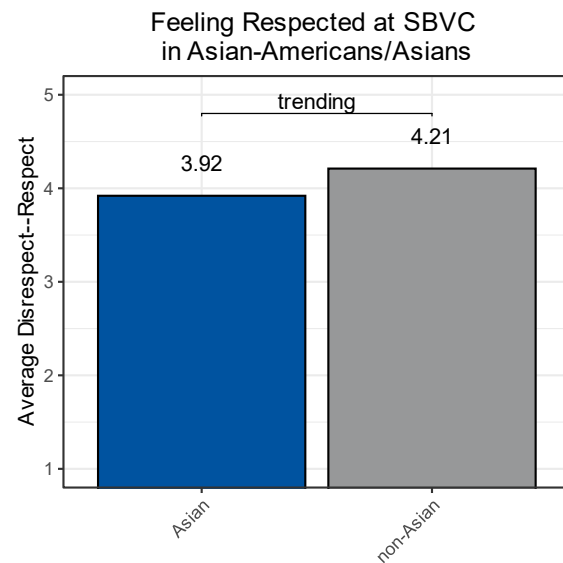
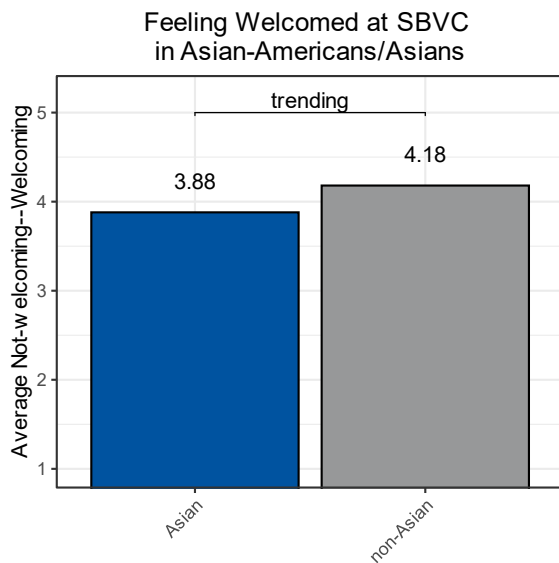


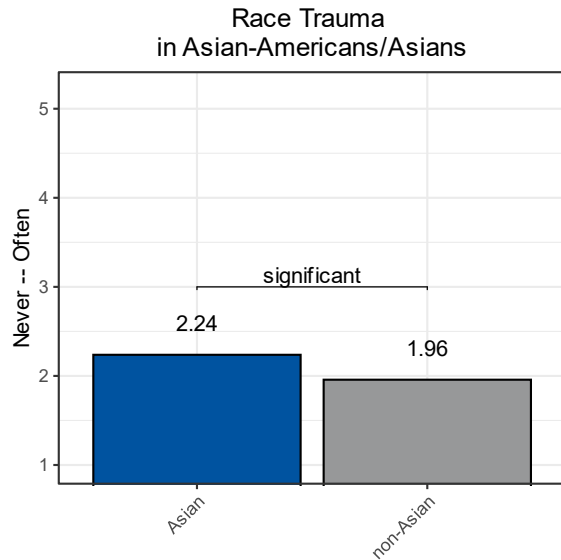
Figure 19. Perceptions of Overall Campus Climate in Asian American/Asian Students



These experiences align with past experiences of Asian American/Asian students where they reported being more likely to experience race trauma due to past experiences of racially discriminatory acts (Figure 20).

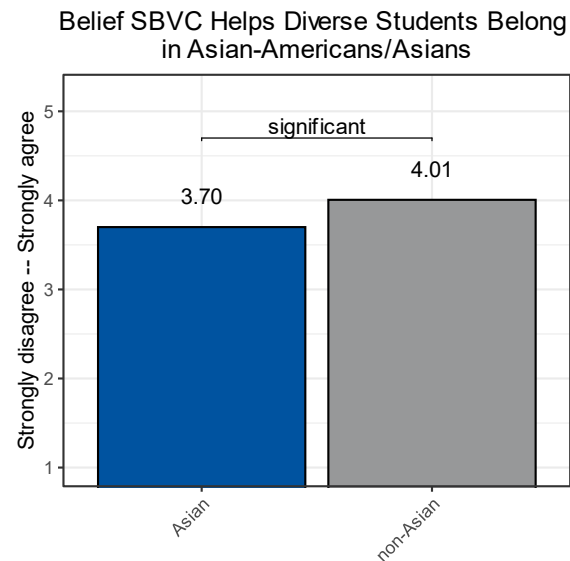
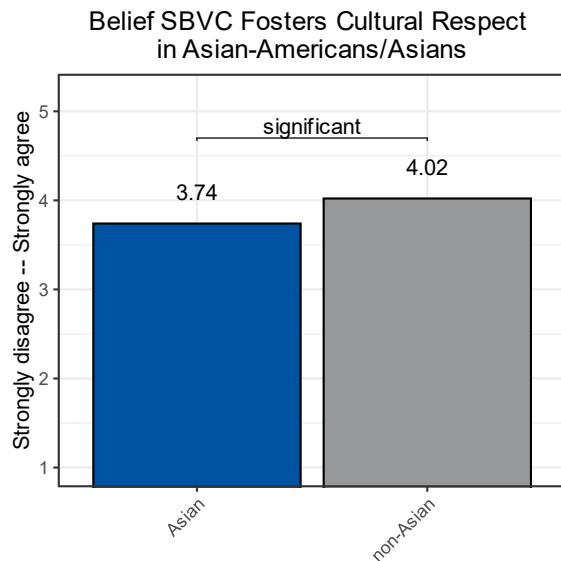


Figure 20. Race Trauma in Asian American/Asian Students



Based on the negative campus climate for Asian American/Asian students, they were also significantly less likely to feel that SBVC has tried to help diverse students belong on campus and foster respect for cultural differences (Figure 21).

Figure 21. Beliefs about SBVC's Anti-Racism Efforts in Asian American/Asian Students





Conclusion

Asian American/Asian students demonstrated **high academic fit but low cultural fit at SBVC**, where they perceived a more negative campus climate and a lack of belonging at SBVC. These students also believed that SBVC could do more to foster cultural respect and help diverse students belong, a sentiment that African American/Black students also shared. As such, to create a less racist environment for these minority groups, it is essential to examine how this more negative campus climate is being experienced and how to improve these circumstances.

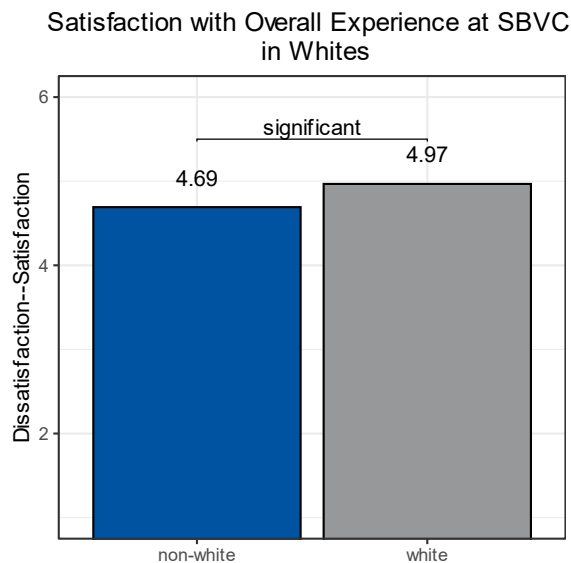
Nguyen et al. (2017) investigated three ways campus climate can be improved for Asian American/Asian students. The first way is **compositionally** by increasing Asian American/Asian representation at the staff, faculty, and administrator levels, as well as within ethnic-centered spaces (e.g., Vietnamese, Hmong) rather than in general Asian American/Asian spaces. The second is **behaviorally**, where students experience both positive and negative interactions intra-ethnically (e.g., within Vietnamese students), inter-ethnically (e.g., between Vietnamese and Filipinx students), and interracially (e.g., between Asian American/Asian and non-Asian American/Asian students). Last is **psychologically**, where students' perceptions of campus climate impact their well-being, which is what this survey examined.

Additional research ought to explore the compositional structure and individual behaviors that Asian American/Asian students experience specifically at SBVC.

White Students

In comparison to non-white students, white students tend to experience a more positive campus climate where they are more satisfied with their overall experience at SBVC (Figure 22).

Figure 22. Overall Satisfaction in White Students





They also reported less mental health issues, with lower levels depression and anxiety (Figure 23), as well as higher psychological well-being (Figure 24).

Figure 23. Depression and Anxiety in White Students

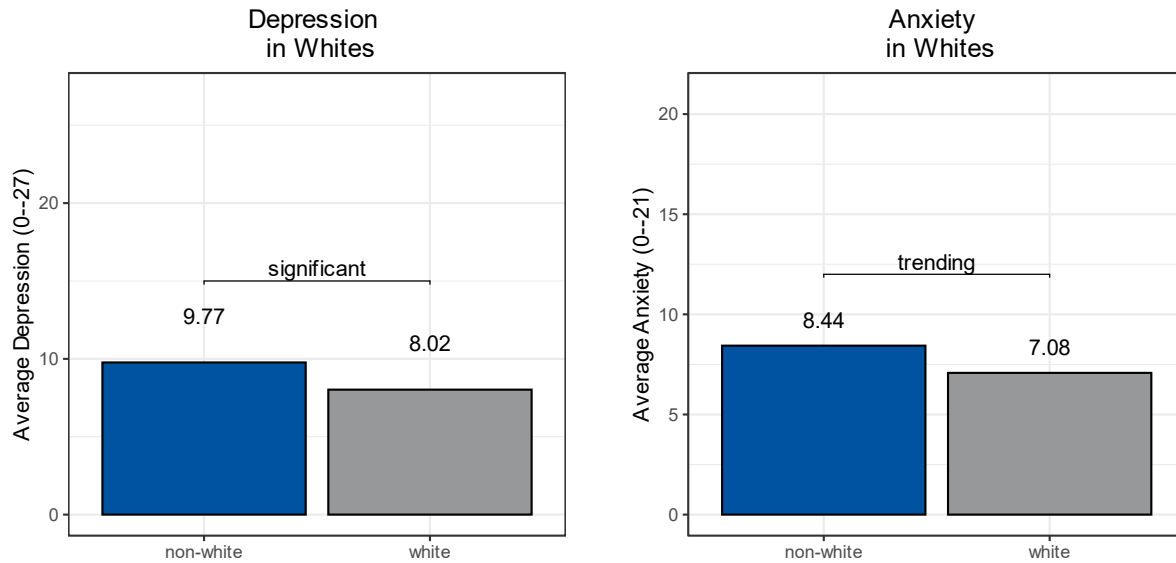
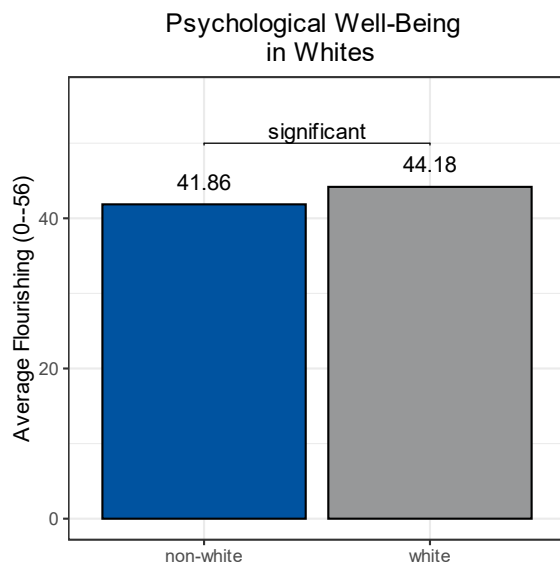


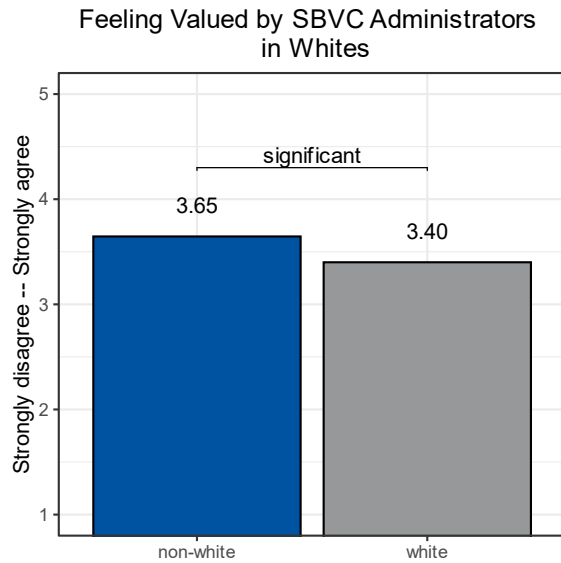
Figure 24. Psychological Well-Being in White Students





Despite generally more positive experiences, white students reported being more likely to feel they are not valued by SBVC administrators (Figure 25).

Figure 25. Being Valued by Administrators in White Students



Conclusion

Although the campus climate was overall more positive for white students, there are other identities that white students may have that can affect their experiences. For instance, of the white students in this survey, 24.5% were LGBTQ+ (vs. 17.1% of all students), 6% were non-cisgender (vs. 3.9% of all students), and 24.7% (vs. 16.0% of all students) had disabilities. As such, simply evaluating race or ethnicity is insufficient to fully understand how white students experience their other identities and, thus, campus climate.

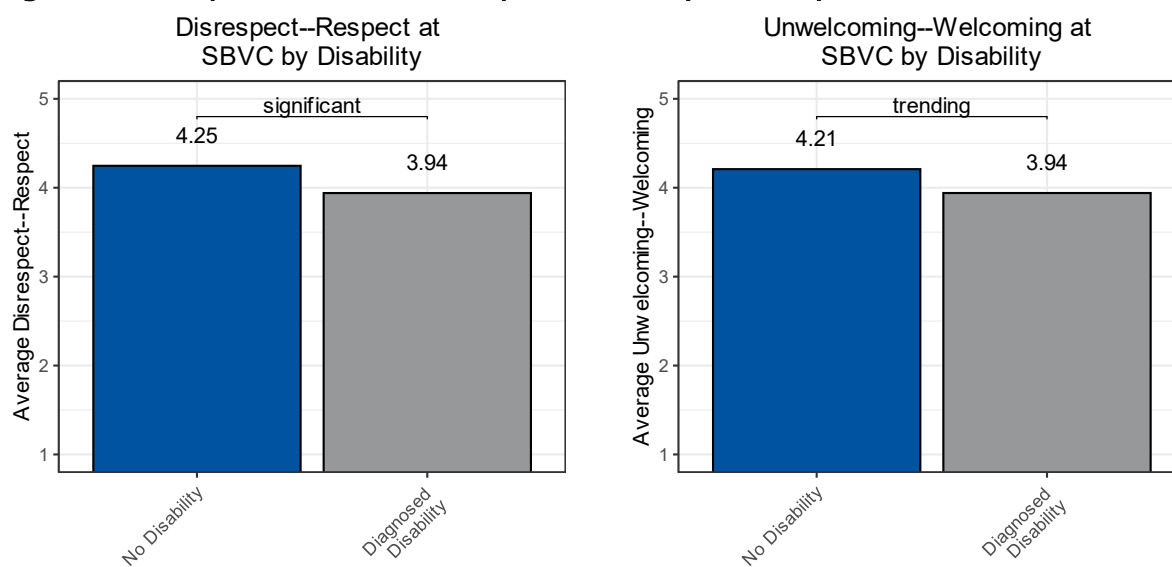


Disability Status

Of the 16.0% students with a disability, just over half of them (54.9%) were registered with Student Accessibility Services (SAS) at SBVC, and of those registered students, 87.9% used the disability-related accommodations recommended for them.

When asked about their experiences of hostility within the past year, 21.0% of students with a learning or intellectual disability reported hostility directed towards them, and 12.5% of students with a physical disability reported having hostility directed towards them. These high rates of experienced hostility align with their perceptions of campus climate where students with a disability reported being more likely to find SBVC more disrespectful and unwelcoming (Figure 26).

Figure 26. Perceptions of Overall Campus Climate by Disability Status



Subsequently, students with disabilities were more likely to agree that the campus environment negatively affects students' mental and emotional health (Figure 27). Additional evidence supports this link, where students with disabilities reported fewer signs of psychological well-being (Figure 27) and more symptoms of depression and anxiety (Figure 28), where 60.7% of students with disabilities reported moderate to severe anxiety or moderate to severe depression.

The majority of students with disabilities (72.9%) reported taking prescription drugs, receiving counseling or therapy for mental health concerns, or both. However, of the students who reported moderate to severe anxiety or depression, 18.8% were not either taking prescription drugs or receiving counseling or therapy for mental health concerns.



Figure 27. Negative Effect of SBVC Environment on Mental Health at SBVC and Psychological Well-Being in Students with Disabilities

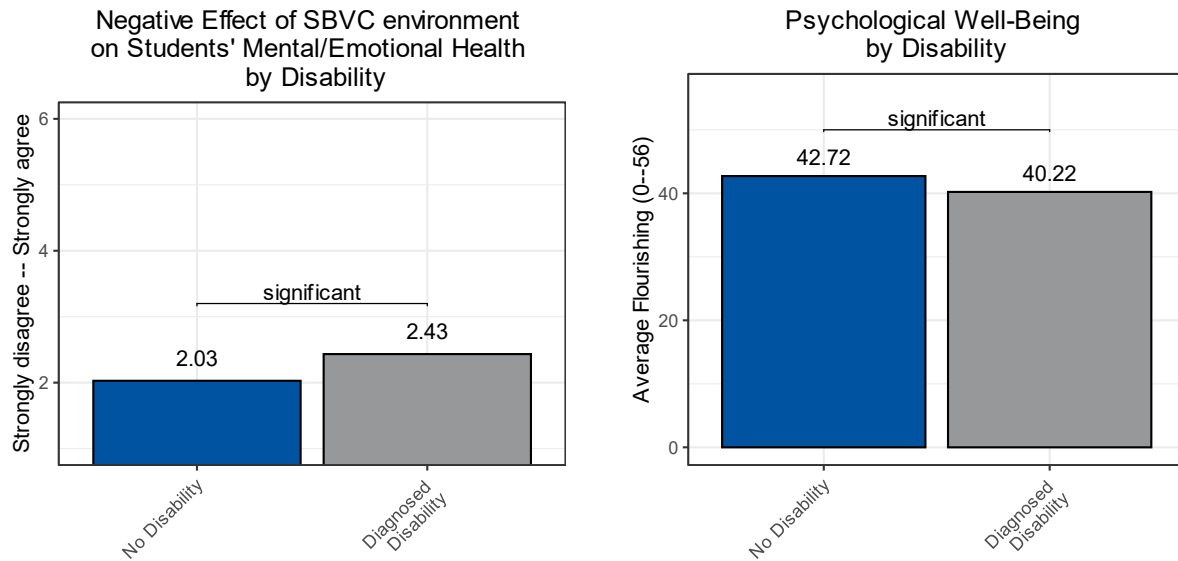
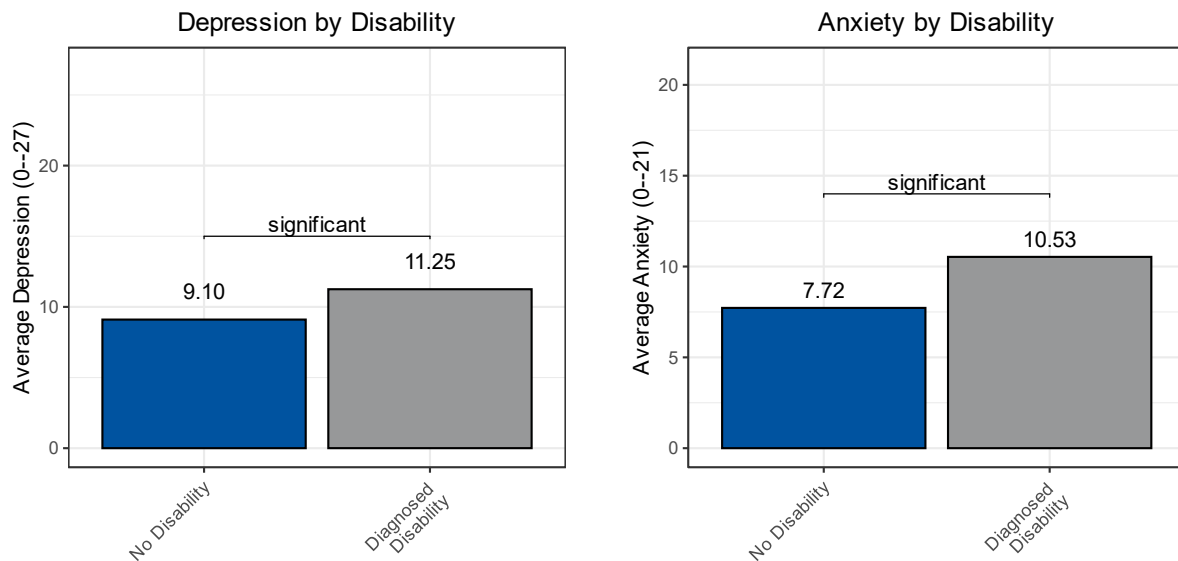


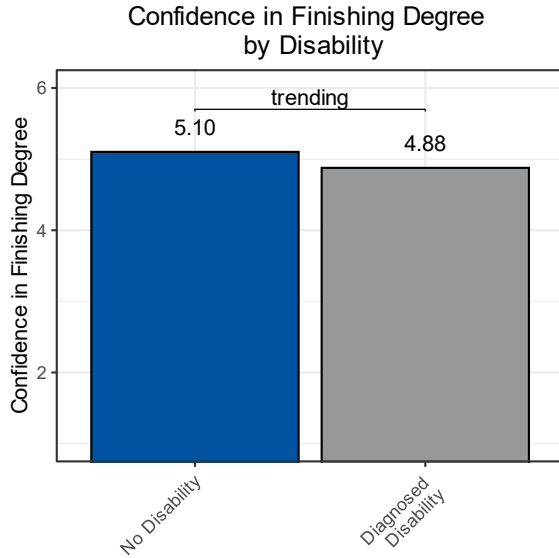
Figure 28. Depression and Anxiety in Students with Disabilities



These increased symptoms of mental health issues among students with disabilities were associated with students' lower confidence in their ability to finish their degree (Figure 29).



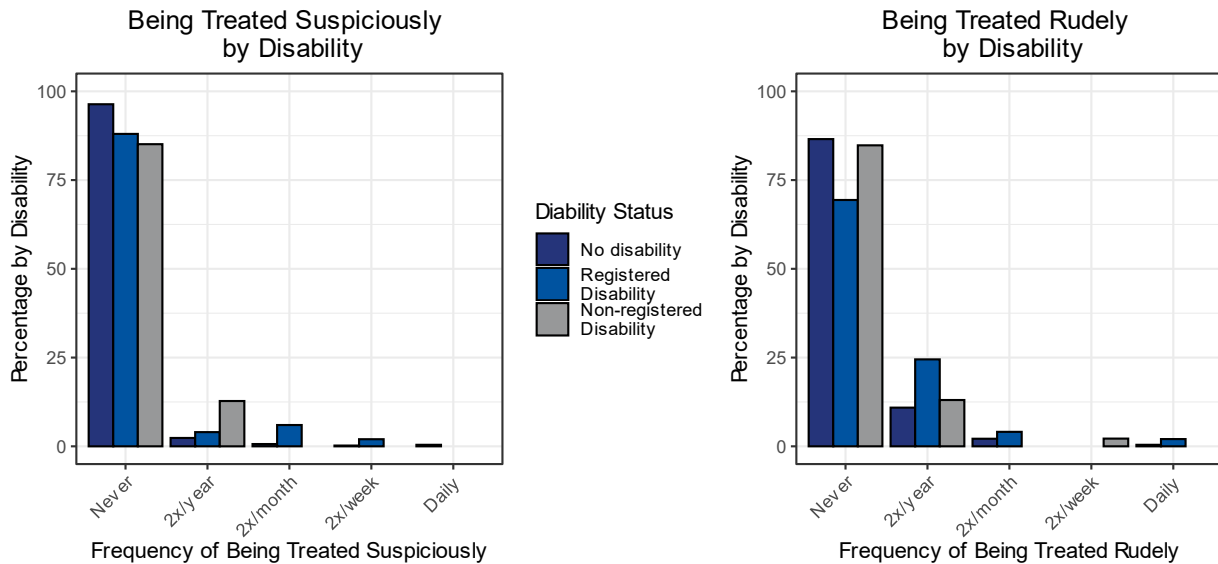
Figure 29. Confidence in Finishing Degree in Students with Disabilities



However, not all students with a diagnosed disability registered with SAS; therefore, subsequent analyses further differentiated between students who had registered versus not registered with SAS.

The findings suggest that students without a disability were most likely to report never having been treated suspiciously or rudely, but students with a *registered* disability were more likely to report being treated suspiciously or rudely (Figure 30).

Figure 30. Negative Campus Experiences in Students with Disabilities





Although students with a *registered* disability experienced more negative campus experiences, students with a disability who were *not registered* were less confident that they could finish their degree no matter the challenges they face (Figure 31) and reported greater symptoms of depression and anxiety (Figure 32) compared to students without a disability.

Figure 31. Confidence in Finishing Degree in Students with Disabilities

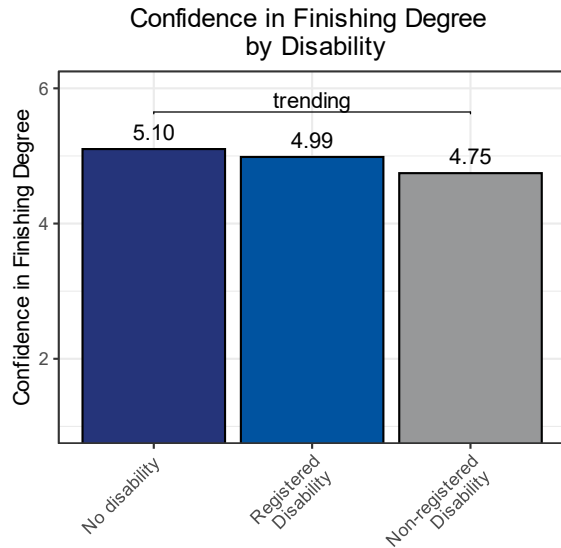
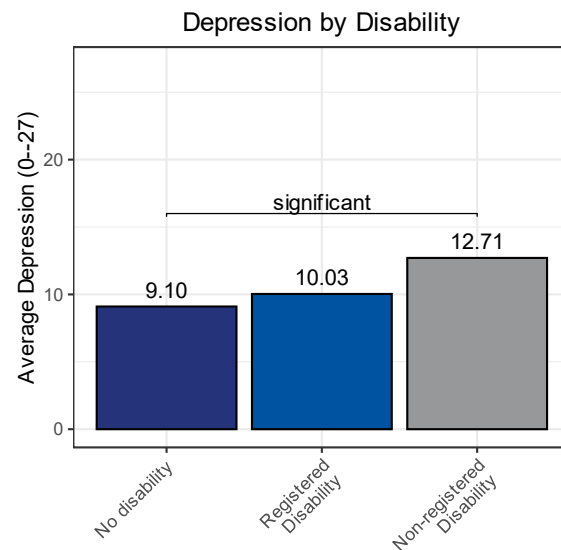
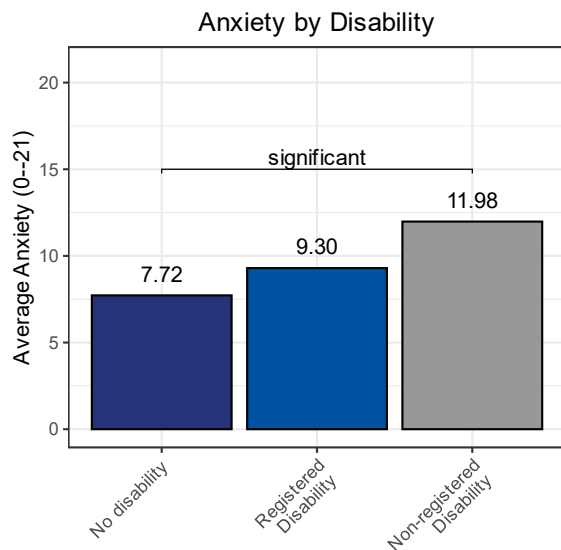


Figure 32. Depression and Anxiety in Students with Disabilities





Conclusion

Overall, students with disabilities were more likely to encounter mental health issues and maintain negative perceptions of how the campus environment affected their mental health. Although most students with mental health issues were receiving support for their needs, about one in five students with disabilities who reported symptoms of depression or anxiety were not on prescription drugs or receiving therapy or counseling. Thus, additional outreach can be done to students with disabilities to promote mental health efforts, particularly to students with disabilities who are not registered with SAS.

The decision of students with disabilities to register or not register with SAS plays a large role in the nuances of these student outcomes. Specifically, students with a disability who registered with SAS experienced a more negative campus climate of being treated suspiciously or rudely, whereas students with a disability who did not register with SAS had greater symptoms of depression and anxiety and lower confidence that they could finish their degree at SBVC.

Although prior research supports the benefits of support services for students with disabilities, these studies primarily focus on students' academic outcomes, such as student retention, academic achievement, and on-time graduation (De Los Santos et al., 2019) rather than campus climate or mental health.

Based on these results, the campus climate needs to improve for students with disabilities so more students feel comfortable registering for and receiving the services of SAS. However, students with disabilities are not a homogenous group and vary in their needs, so improved campus climate and information on what SAS can do are essential to present to students with disabilities so they can make the best-informed decisions for themselves.

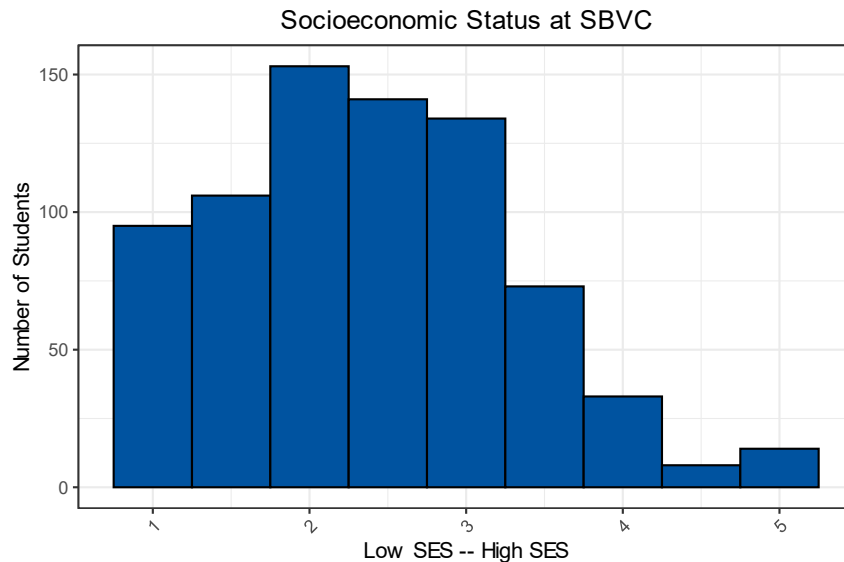


Socioeconomic Status (SES)

Socioeconomic status was measured subjectively as an average of two questions, asking about how stressful students perceived their past financial situation to be and how stressful students perceived their current financial situation to be. These scores of subjective SES can be a better indicator than objective SES as a more precise measure of social position and are more strongly correlated with physical health and psychological well-being (Singh-Manoux et al., 2005; Navarro-Carrillo et al., 2020).

Students at SBVC were more likely to perceive themselves as lower versus higher in SES (Figure 33).

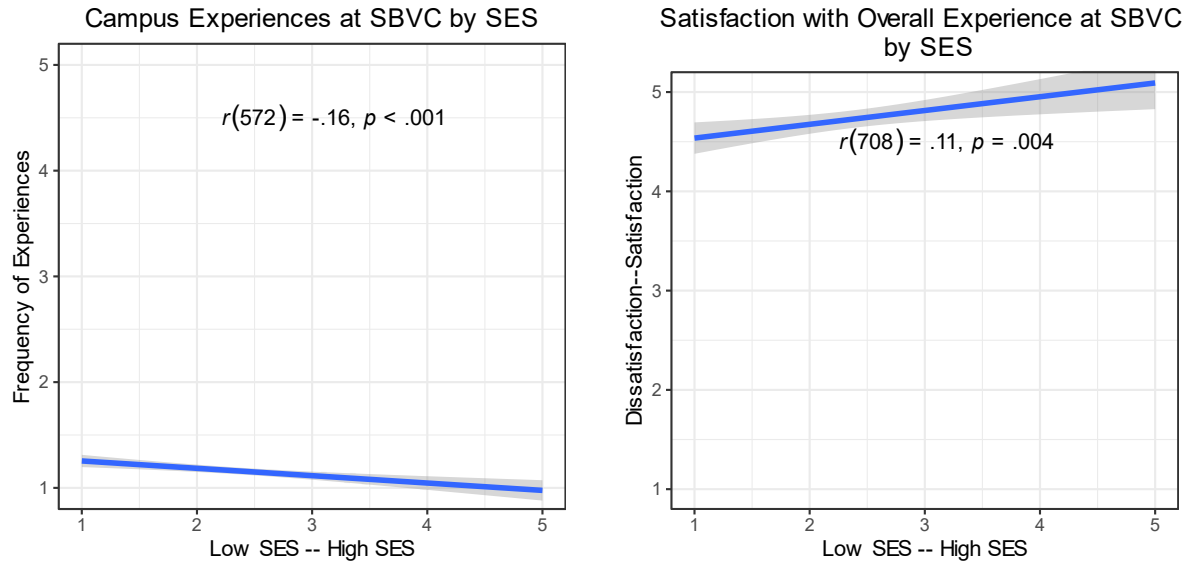
Figure 33. Perceptions of SES at SBVC



Students lower in SES reported more negative campus experiences (Figure 34), which was measured as an average of eight items asking about how often students noticed (1) being treated rudely or disrespectfully, (2) being treated suspiciously, (3) others reacting as if they were intimidated, (4) having their ideas ignored, (5) overhearing or being told an offensive joke or comment, (6) being treated as if they were stupid, (7) not being taken seriously, and (8) being treated superficially. Each of these items was additionally analyzed by itself, and students lower in SES were more likely to report experiencing each of these events than students higher in SES. These negative campus experiences were correlated with being less satisfied with their overall experience at SBVC (Figure 31).

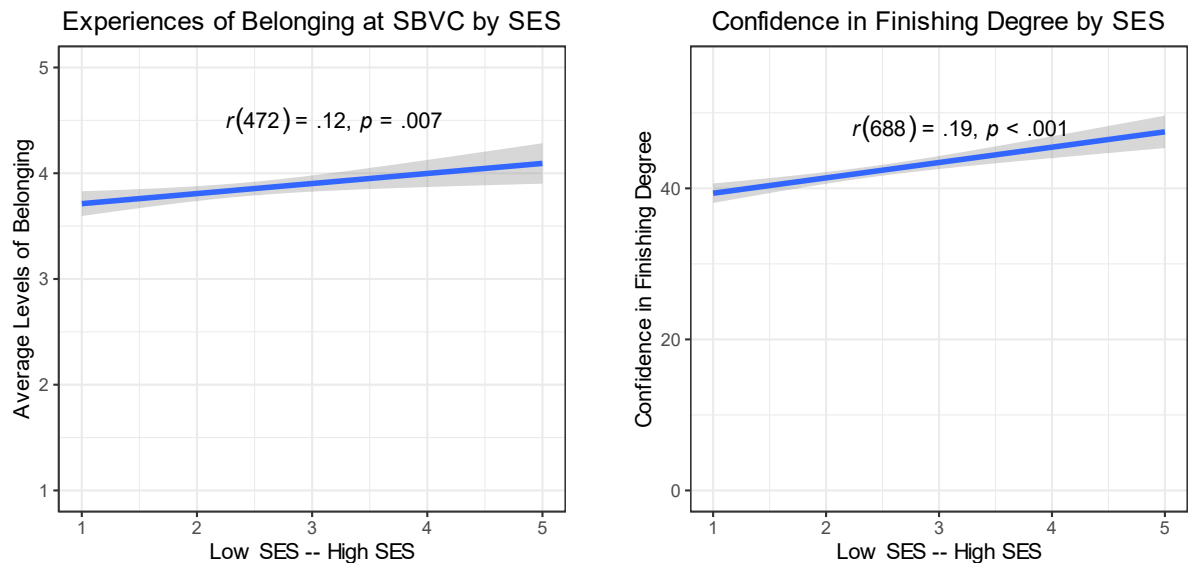


Figure 34. Negative Campus Experiences and Overall Satisfaction by SES



Subsequently, students with lower SES were more likely to experience lower levels of belonging at SBVC and were much less confident that they would be able to finish their degree no matter what challenges they face compared to students with higher SES (Figure 35).

Figure 35. Belonging at SBVC and Confidence in Finishing Degree by SES





Increased financial stressors, as well as more negative experiences, affected the mental health of students with lower SES. Students with lower SES reported more symptoms of depression and anxiety (Figure 36), and eating disorders (Figure 37), as well as lower psychological well-being (Figure 37).

Figure 36. Depression and Anxiety by SES

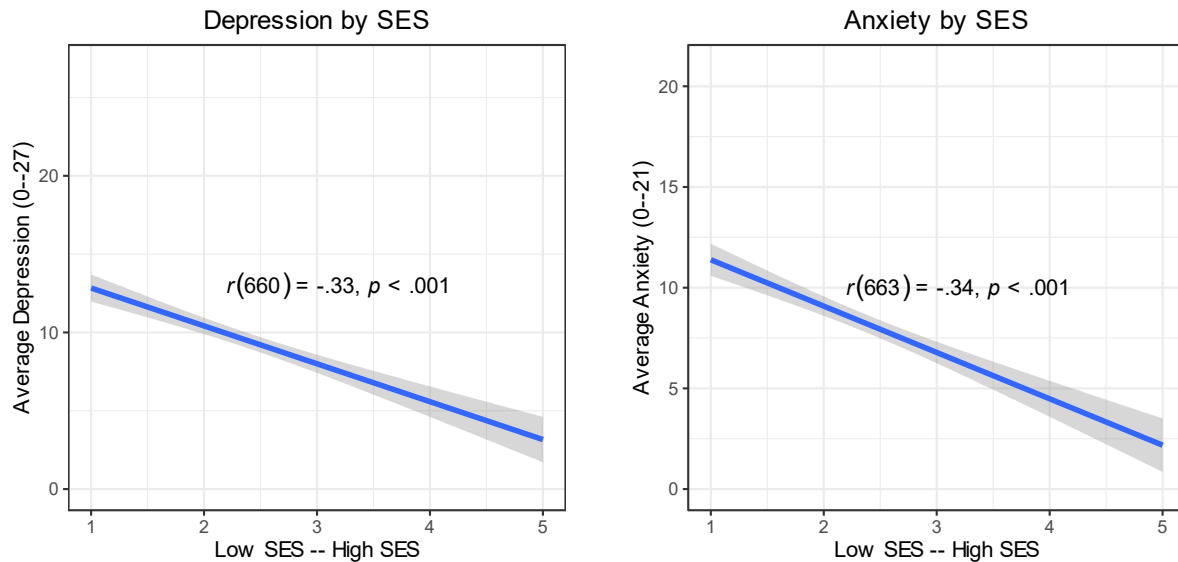
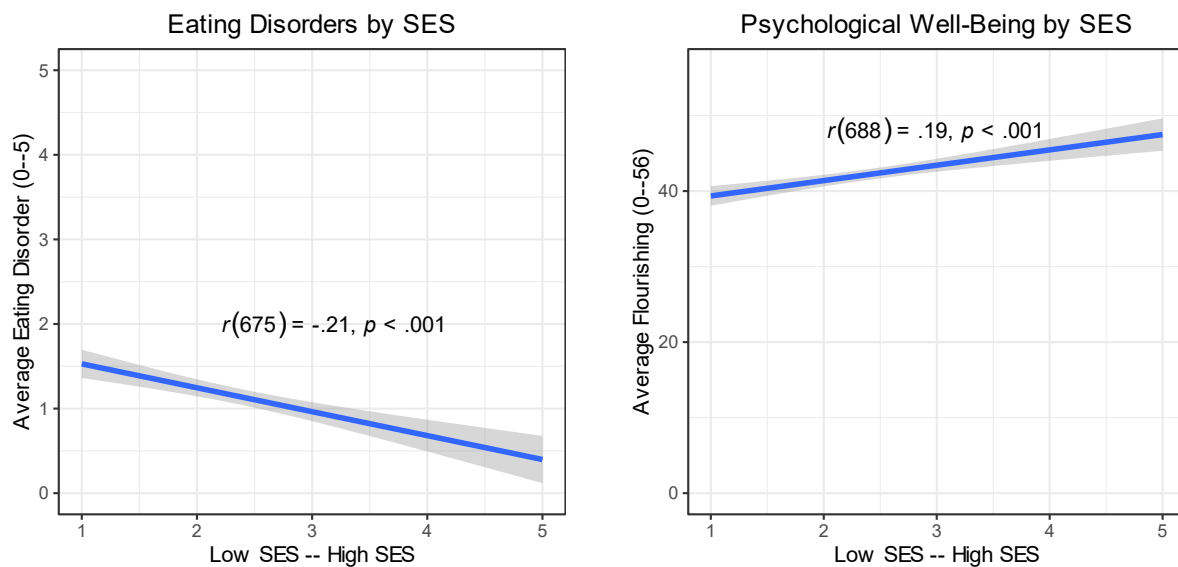


Figure 37. Eating Disorders and Psychological Well-Being by SES





Conclusion

Students with a lower SES reported experiencing more adversity at SBVC and mental health issues, suggesting that these students need more support in their daily lives. The current literature supports these findings, where having a lower SES is related to having greater symptoms of mental health issues (Hefner & Eisenberg, 2010; Peltz et al., 2021) and experiencing a more negative campus climate, such as finding the campus less welcoming (Warnock et al., 2018). Students with a lower SES are also less likely to persist and more likely to encounter barriers in higher education (Jury et al., 2017); addressing the experiences of students with a lower SES at SBVC is essential.

Due to the prevalence of students with a lower SES at SBVC, students' other identities should also be considered since having a lower SES affects some demographic groups more than others. For instance, in these survey respondents, students who identified as Native Hawaiian or Pacific Islander; Middle Eastern, Arab, or Arab American; Asian American/Asian; or African American/Black were above average in reporting that they were encountering or had encountered financial stressors in comparison to students who identified as American Indian or Alaskan Native; Hispanic/Latinx, or White.



Generational Status

Over half of the survey respondents were first-generation college students (neither parent had any college experience) versus continuing-generation college students (at least one parent had some college experience). Although there were differences in student outcomes between these two groups, the differences were not statistically significant.

The demographic makeup of first-generation students varied (Table 2); Hispanic/Latinx students and students with at least one dependent were significantly more likely to be first-generation compared to other groups.

Table 2. First-Generation Respondents by Demographics

Demographics	First-Generation College Students (54.8%)	Statistically Significantly Different
Gender Identity		
Female	56.8%	
Male	51.4%	
Non-cisgender	35.7%	Lower
Sexual Orientation		
Heterosexual	57.3%	
LGBQ+	39.5%	Lower
Ethnicity		
Hispanic/Latinx	65.7%	Higher
White	33.0%	Lower
African American/Black	40.6%	Lower
Asian American/Asian	36.4%	Lower
Middle Eastern, Arab, or Arab American	33.3%	
Native Hawaiian/Pacific Islander	33.3%	
American Indian/Alaskan Native	35.3%	
Two or more races	38.9%	Lower
Age Group		
Under 20	49.6%	
20-24	55.0%	
25-29	57.9%	
30-34	54.7%	
35-39	60.9%	
40-49	52.3%	
Over 50	52.6%	
Disability Status		
With a reported disability	62.5%	
With an unreported disability	43.6%	
Dependent Status		
No dependents	48.8%	Lower
1+ dependents	62.5%	Higher



Conclusion

Although there were no significant effects on student outcomes due to generational status, there were demographic differences, where Hispanic/Latinx students and students with dependents had greater percentages of first-generation students compared to other groups. Thus, it is important to consider intersectional identities when considering the effects of being a first-generation student.

Despite these results, literature supports that first-generation students encounter more barriers in education compared to continuing-generation students, from less access to college, lower persistence in college, and lower performance and degree completion (Ives & Castillo-Montoya, 2020). These effects may not be found in this dataset since most of the survey respondents were first-generation students and limited research has been done on first-generation students in a community college setting. Thus, additional research can continue to investigate these outcomes of first-generation and continuing-generation students at SBVC.



Age

SBVC students tend to be younger, where the most frequent age range reported was students 20 and under, with decreasing frequency by subsequent age group (Figure 38). Due to the skewness of data where most students tend to be younger rather than older, the most frequent age (19 years) or the median age (25 years) describe student age better than the average age (28.65 years).

There were demographic differences of age among the students (Table 3); students who identified as non-cisgender or LGBTQ+, were of Hispanic/Latinx or Middle Eastern, Arab, or Arab American backgrounds, or did not have dependents, were often younger than their counterparts.

Figure 38. Student Age at SBVC

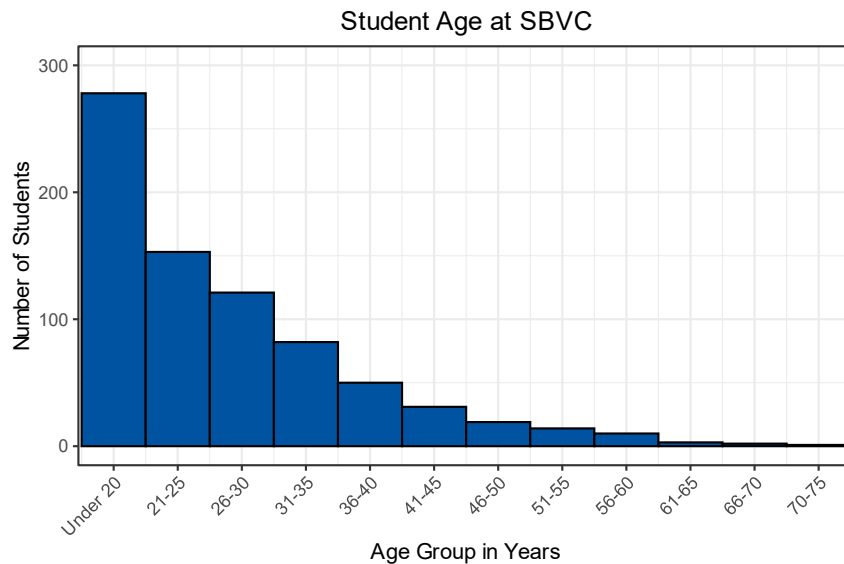




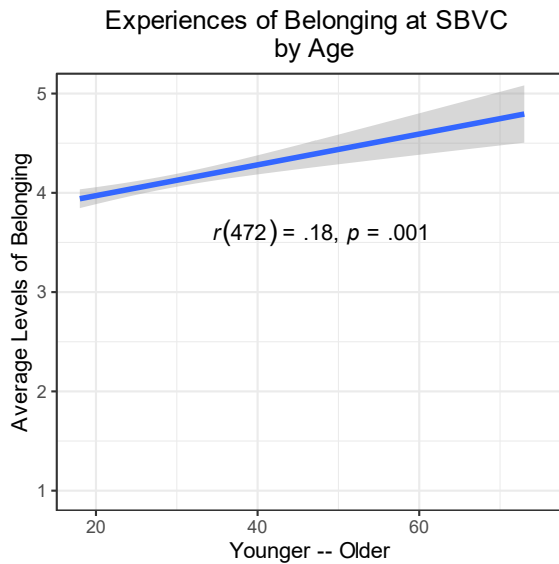
Table 3. Student Age by Demographics

Demographics	Average Age of Respondents (<i>M</i> = 28.7)	Statistically Significantly Different
Gender Identity		
Female	28.4	
Male	30.0	
Non-cisgender	24.5	Younger
Sexual Orientation		
Heterosexual	30.1	
LGBQ+	23.6	Younger
Ethnicity		
Hispanic/Latinx	27.1	Younger
White	33.8	Older
African American/Black	31.6	Older
Asian American/Asian	27.8	
Middle Eastern, Arab, or Arab American	25.4	Younger
Native Hawaiian/Pacific Islander	25.8	
American Indian/Alaskan Native	32.5	
Two or more races	28.2	
Disability Status		
With no disability	28.1	
With a reported disability	37.9	Older
With an unreported disability	32.9	Older
Generational Status		
First-generation student	28.8	
Continuing-generation student	28.5	
Dependent Status		
No dependents	26.3	Younger
1+ dependents	31.8	Older



Students who were younger experienced lower levels of belonging at SBVC, which included questions about feeling less valued, being more likely to leave SBVC, and being less likely to feel that they could reach their full potential at SBVC (Figure 39).

Figure 39. Belonging at SBVC by Age



Younger students also demonstrated poorer mental health, which included more symptoms of depression and anxiety (Figure 40), more symptoms of eating disorders, and lower psychological well-being (Figure 41).

Figure 40. Depression and Anxiety by Age

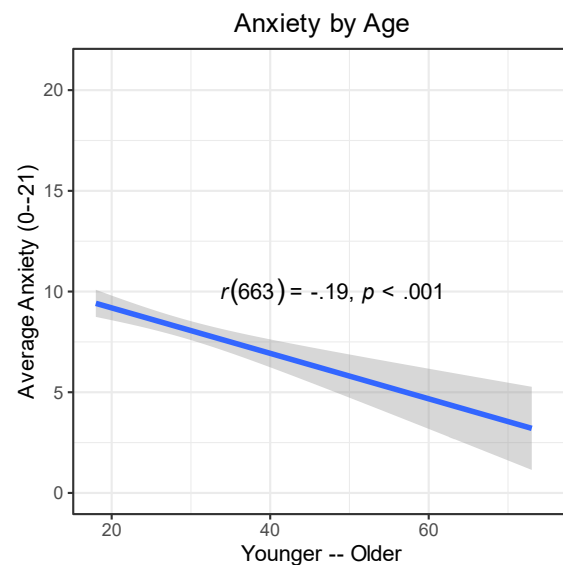
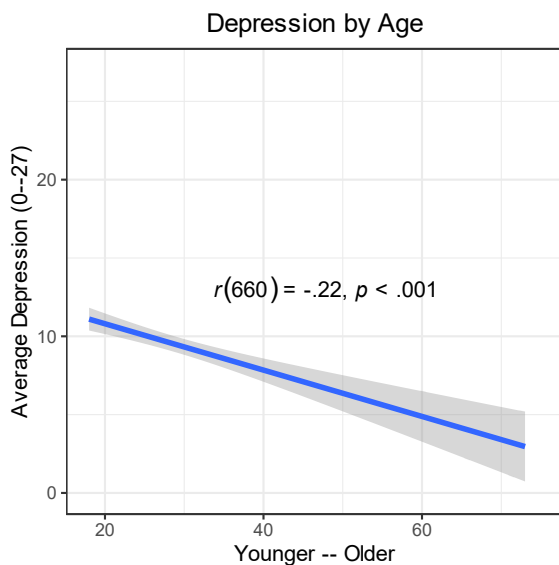
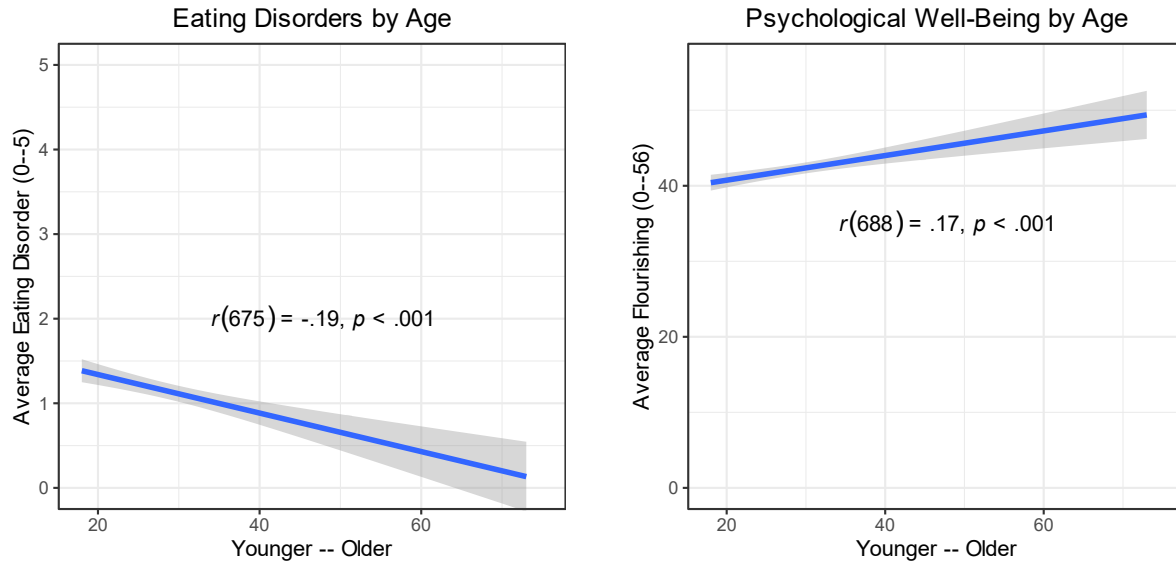


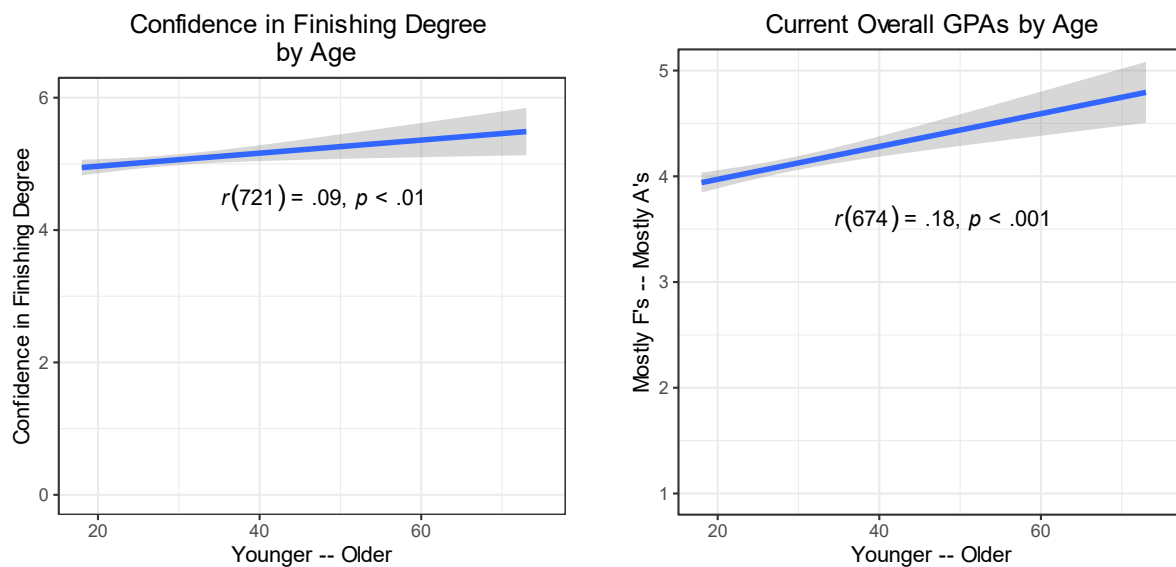


Figure 41. Eating Disorders and Psychological Well-Being by Age



In addition to lower levels of belonging and poorer mental health, younger students were less confident that they would be able to finish their degree at SBVC no matter the challenges they face, and they were more likely to report lower overall GPAs (Figure 42).

Figure 42. Confidence in Finishing Degree and GPAs by Age





Conclusion

In comparison to older students, younger students reported facing lower levels of belonging, poorer mental health, and worse academic outcomes at SBVC. With half the students (50.8%) being 25 years old or younger, addressing these issues is essential, particularly among different demographic groups that are more likely to have younger students (i.e., non-cisgender, LGBTQ+, Hispanic/Latinx, or Middle Eastern, Arab, or Arab American students).

Overall, these results demonstrate that younger students are experiencing lack of belonging and need more mental health and academic support than older students. However, although younger students seem to encounter poorer outcomes at SBVC, that is not to say that older students are not struggling as well, especially since this study investigated a limited range of outcomes. For instance, older students often juggle multiple roles and responsibilities, such as caring for dependents, and encounter practical barriers associated with those roles. Thus, additional research is necessary to determine how their needs vary compared to younger students.



Dependents Status

About 44% of students indicated having at least one dependent; however, certain demographics were more likely to have at least one dependent: females, heterosexuals, age group 30-49, first-generation, and students without a disability (Table 4). Thus, it is essential to consider the intersectionality of having dependents among different groups to consider the implications on these students' education.

In particular, students with dependents tend to be older than students without dependents (Figure 43), where the average age of students with dependents is 31.78 years old, and the average age of students without dependents is 26.30 years old.

Figure 43. Age of Students with and without Dependents

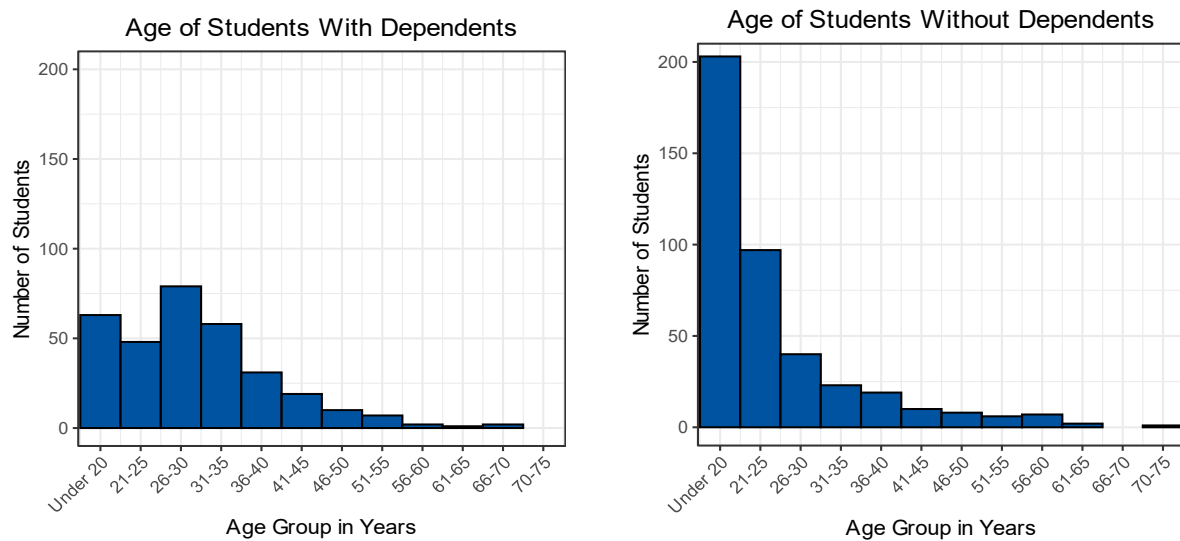




Table 4. Respondents with Dependents by Demographics

Demographics	Respondents with Dependents (43.5%)	Statistically Significantly Different
Gender Identity		
Female	46.5%	Higher
Male	34.9%	Lower
Non-cisgender	32.1%	
Sexual Orientation		
Heterosexual	47.5%	Higher
LGBQ+	27.2%	Lower
Ethnicity		
Hispanic/Latinx	46.2%	
White	32.0%	Lower
African American/Black	45.0%	
Asian American/Asian	33.9%	
Middle Eastern, Arab, or Arab American	50.0%	
Native Hawaiian/Pacific Islander	50.0%	
American Indian/Alaskan Native	35.3%	
Two or more races	30.4%	Lower
Age Group		
Under 20	18.8%	Lower
20-24	26.4%	Lower
25-29	50.4%	
30-34	67.3%	Higher
35-39	70.8%	Higher
40-49	64.6%	Higher
Over 50	43.6%	
Disability Status		
With no disability	46.2%	Higher
With a reported disability	28.8%	Lower
With an unreported disability	35.2%	
Generational Status		
First-generation student	50.3%	Higher
Continuing-generation student	36.1%	



Students with dependents were more likely to enjoy the SBVC campus environment and agree that they were reaching their full potential at SBVC compared to students without dependents (Figure 44). While at SBVC, students with dependents were more likely to belong to a group and feel a bond with this group than students without dependents (Figure 45).

Figure 44. Reaching Their Full Potential at SBVC in Students with Dependents

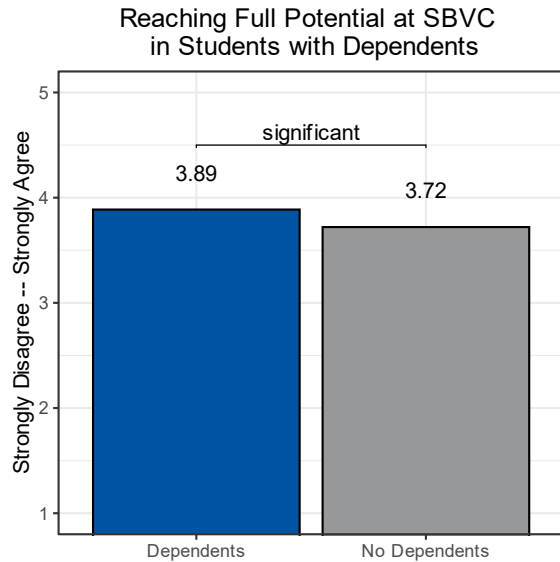
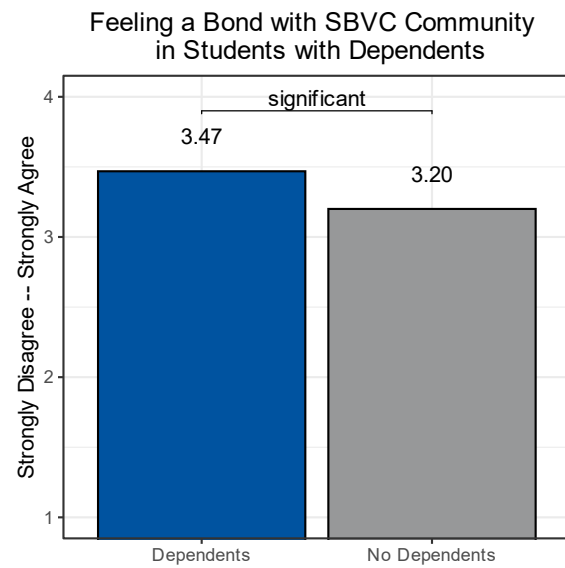
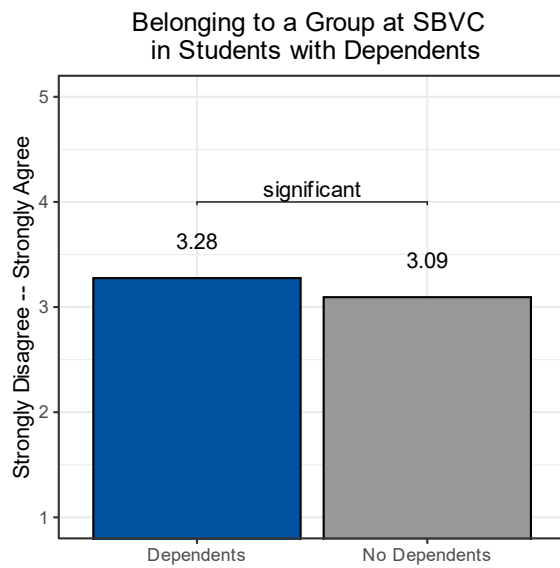


Figure 45. Belonging and Bonding at SBVC in Students with Dependents





Conclusion

Students with dependents were more likely to report a more positive campus climate, such as being more likely to believe that they can perform to their full potential at SBVC and experiencing belonging at SBVC. However, there may be other factors, such as age, that influence these outcomes since certain demographics are more likely to have dependents, such as females, heterosexuals, age group 30-49, first-generation, and students without a disability.

There may be other obstacles that students with dependents uniquely encounter as they navigate academic, financial, and family responsibilities that can affect their persistence (Salee & Cox, 2019). Thus, although campus climate and mental health are more likely to affect students without dependents than students with dependents, there may be other barriers in higher education that students with dependents encounter.



Conclusion

The purpose of this report is to contribute to discussions on how campus climate and mental health can be improved for SBVC students. By discerning which groups of students are more likely to experience a more negative campus climate and poorer mental health, ideas can be generated, and actions can be taken to improve these students' experiences at SBVC.

Lower levels of belonging are of concern for students who identify as non-cisgender, LGBTQ+, African American/Black, or Asian American/Asian, younger students, and those of a lower SES. It should be noted that the mechanisms of belonging differ among these groups. For instance, non-cisgender students were more likely to report negative experiences on campus, whereas; race and race trauma were larger, societal issues for African American/Black and Asian American/Asian students. Thus, this issue of belonging should be tackled at multiple angles, particularly with intersectionality in mind.

Perceptions of a more negative campus climate were correlated with worse student outcomes, such as lower confidence that they can finish their degree at SBVC and symptoms of poorer mental health (i.e., depression, anxiety, and eating disorders). As such, it is essential to shift the campus culture to be more inclusive and to support students during their mental health journeys.

In particular, students who identified non-cisgender, LGBTQ+, disabled, or lower SES reported being less confident that they could finish their degree(s). These same students, as well as non-White and younger students, also reported greater symptoms of depression and anxiety. Doing outreach to specific high-risk groups to help them persist in higher education and support their mental health issues may allow more of these students to continue at SBVC and reach their educational goals.

Examining student grades as an outcome provides only a partial picture of student experiences at SBVC. Rather, students' sense of belonging, their perceptions of the campus climate, their confidence as to whether or not they can persist at SBVC, and their mental health symptoms all contribute to their persistence and success in their goals at SBVC. Thus, the full person, from demographics to mental health, should be considered when making decisions to improve the outcomes of our students.



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