

A photograph of three young adults riding bicycles on a paved path. The person on the left is a young man with reddish hair, wearing a white shirt and a backpack. The person in the middle is a young woman with long brown hair, wearing a maroon shirt and black pants. The person on the right is a young man with a beard and sunglasses, wearing a white shirt and black shorts. They are all smiling and looking towards the camera. The background shows a brick building, green trees, and a clear blue sky.

Well-being monitor 2022- 2023

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Zuyd
Hogeschool **ZU
YD**

Reading guide

This presentation of well-being monitor results can be viewed overall or by topic.

In case of questions or when interested in more detailed information, please contact us (see slide 55).

Prior to this report, it should be noted that when reading and interpreting the results, it should be kept in mind that the response rate is 15% of the Zuyd population. A fully representative picture of the Zuyd population cannot be offered with this presentation.



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Reasons

- National surveys and reports on mental pressure and psychological complaints of students.
- Framework: Zuyd strategy involving commitment to passion for student development.
- How are students actually doing at Zuyd?
-> **Well-being monitor 2021-2022.**



Reasons

- Need for foundation for and structure in various initiatives around well-being so that student well-being can be secured in the longer term.
- -> **Principles of student well-being policy formulated:**
 - **INCLUSIVITY: Students can be themselves**
 - **VITALITY: Students feel good**
 - **AUTONOMY: Students are independent**
- Need for annual evaluation of initiatives and needs survey of students -> **Well-being monitor 2022-2023.**



Evaluation well-being monitor 2021-2022 and adjustments 2022-2023

The evaluation of the 2021-2022 well-being monitor indicates that the results are valuable.

The Executive Board asked the Student Services department to redo the well-being monitor to compare results and pick up new signals early.

Key areas of focus for the 2022-2023 well-being monitor were:

- Improving communication;
- Further tightening of questioning/design of Questback.



Evaluation well-being monitor 2021-2022 and adjustments 2022-2023

Communication and information about the well-being monitor took place as follows:

- Students received an invitation and reminder to complete the well-being monitor via email.
- A communication Plan was prepared in collaboration with the Marketing & Communication department.
- Study programmes have been informed via the directors' meeting and mailings (including head of programmes, community coordinators and study coaches) and asked to draw attention to the monitor. Among other things, during classes.
- Many communication materials were developed (posters, clip and narrow casting) and shared via social media and internally, also by Zuyd Listening-ear students.



Evaluation well-being monitor 2021-2022 and adjustments 2022-2023

Content adjustments:

- Questions about the study programme and studying with a disability have been removed because these are also surveyed in the NSE (National Student Survey).
- Question about experience with personal study advice has been added at the request of the Executive Board.
- Open questions have been put together into 1 general open question because of last year's experience (similar responses for the various open questions).



Well-being monitor 2022-2023

Topics surveyed:

- How are you doing?
 - Physical health
 - Mental health
 - Social life
 - Financial
 - Living environment
 - Study and experience personal study advice
- Do you worry about this?
- Have you asked help and if so, from whom?



Mix of closed and open questions



Well-being monitor 2022-2023

Surveyed themes (continued):

- To what extent do you feel at home with your study programme?
- Have you (had to) deal with undesirable behavior, inside or outside Zuyd or during internships? If yes, is it a current situation?
- Question about extent of influence of the undesirable behavior on daily life and study (progress).
- Have you sought help for this and if so, from whom?
- What can Zuyd University of Applied Sciences and your own study programme do so that things go well for you, your study, and that you feel at home at school?



Well-being monitor 2022-2023

General

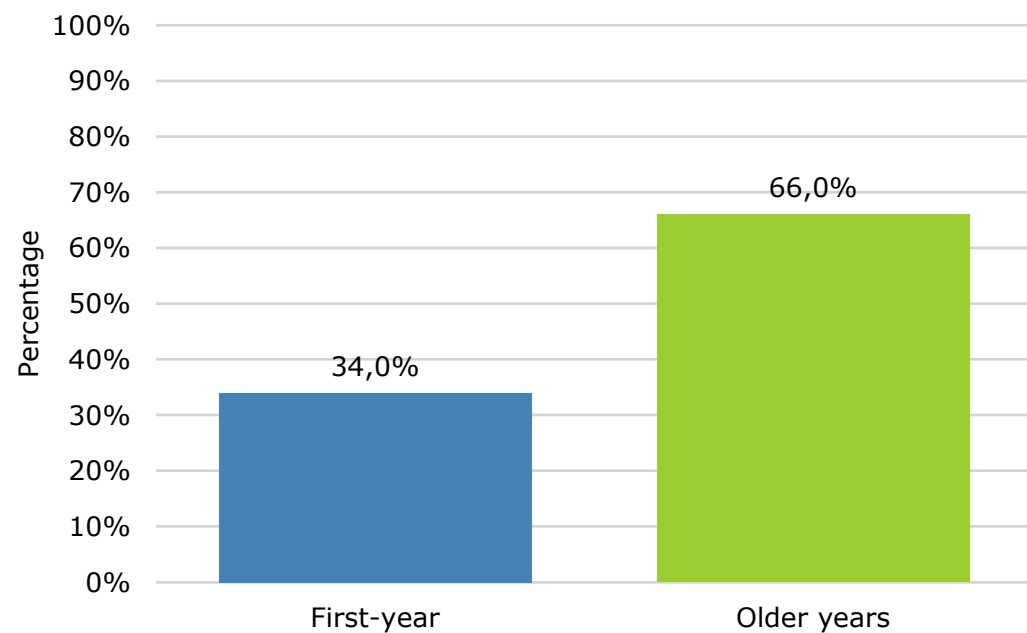
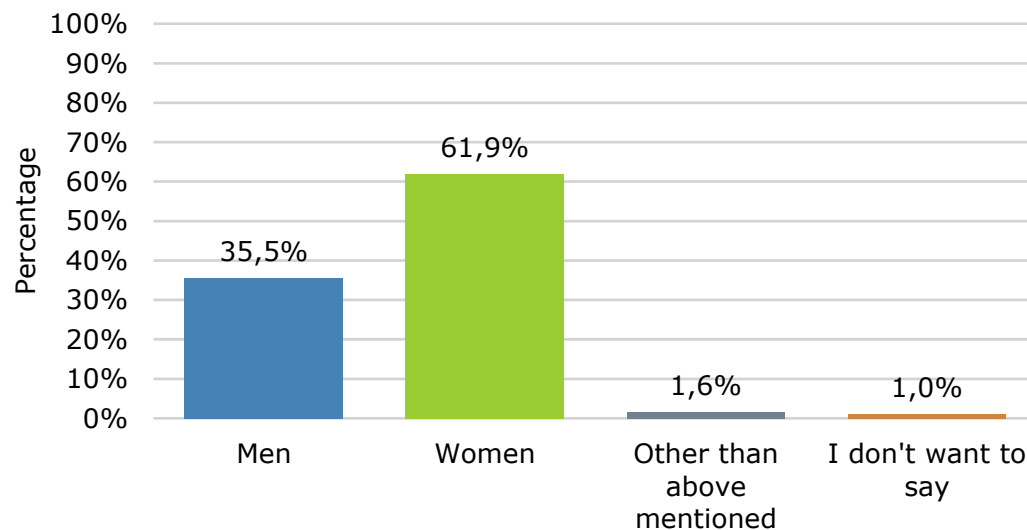
- Number of respondents increased from 8% (n=1185, 2021-2022) to 15% (n=1986, 2022-2023).
- Compared to well-being Monitor 2021-2022, relatively more male students and senior students completed the monitor. Still, the percentage of female students who completed the monitor is larger than the percentage of male students.



Well-being monitor 2022-2023



Distribution of respondents:



Well-being monitor 2022-2023

Respondents
Heerlen



Study programme	Current stud progr Dec '22	Response well-being monitor	Percentage %
Advanced Nursing Practice	64	15	23%
Health Innovation	36	5	14%
Health Technology	169	13	8%
Physiotherapy	744	75	10%
Nursing	964	179	19%
Occupational Therapy	325	67	21%
Speech and Language Therapy	147	38	26%
Arts Therapy	126	36	29%
Ad Engineering - Deeltijd	19	0	0%
Built Environment	466	77	17%
Engineering - Deeltijd	87	8	9%
Engineering - Voltijd	414	83	20%
Ad ICT - Deeltijd	17	1	6%
Ad ICT - Voltijd	137	16	12%
HBO-ICT	376	78	21%
Ad Facility Management	115	9	8%
Facility Management	571	85	15%
Industrial Engineering and Manage	118	26	22%
Applied Science	306	88	29%

Well-being monitor 2022-2023

Respondents Maastricht



Study programme	Current stud progr Dec '22	Response well-being monitor	Percentage %
Fine Arts	66	24	36%
Communication and Multimedia Design	255	37	15%
Interdisciplinary Arts	70	9	13%
Interior Architecture	27	5	19%
Master Scientific Illustration	16	6	38%
Music	260	48	18%
Music (master)	141	22	16%
Theater	138	20	14%
Theater (Master)	10	2	20%
Fine Art and Design in Education	85	21	25%
Music in Education	50	9	18%
Theatre in Education	46	3	7%
Facility and Real Estate Management	33	3	9%
Hotel Management	1456	92	6%
International Business	636	67	11%
European Studies	321	53	17%
School of Oriental Languages and Communion	310	69	22%
Translation	216	67	31%
Design	379	48	13%
Architecture	54	10	19%
Midwifery	238	42	18%

Well-being monitor 2022-2023

Respondents
Sittard

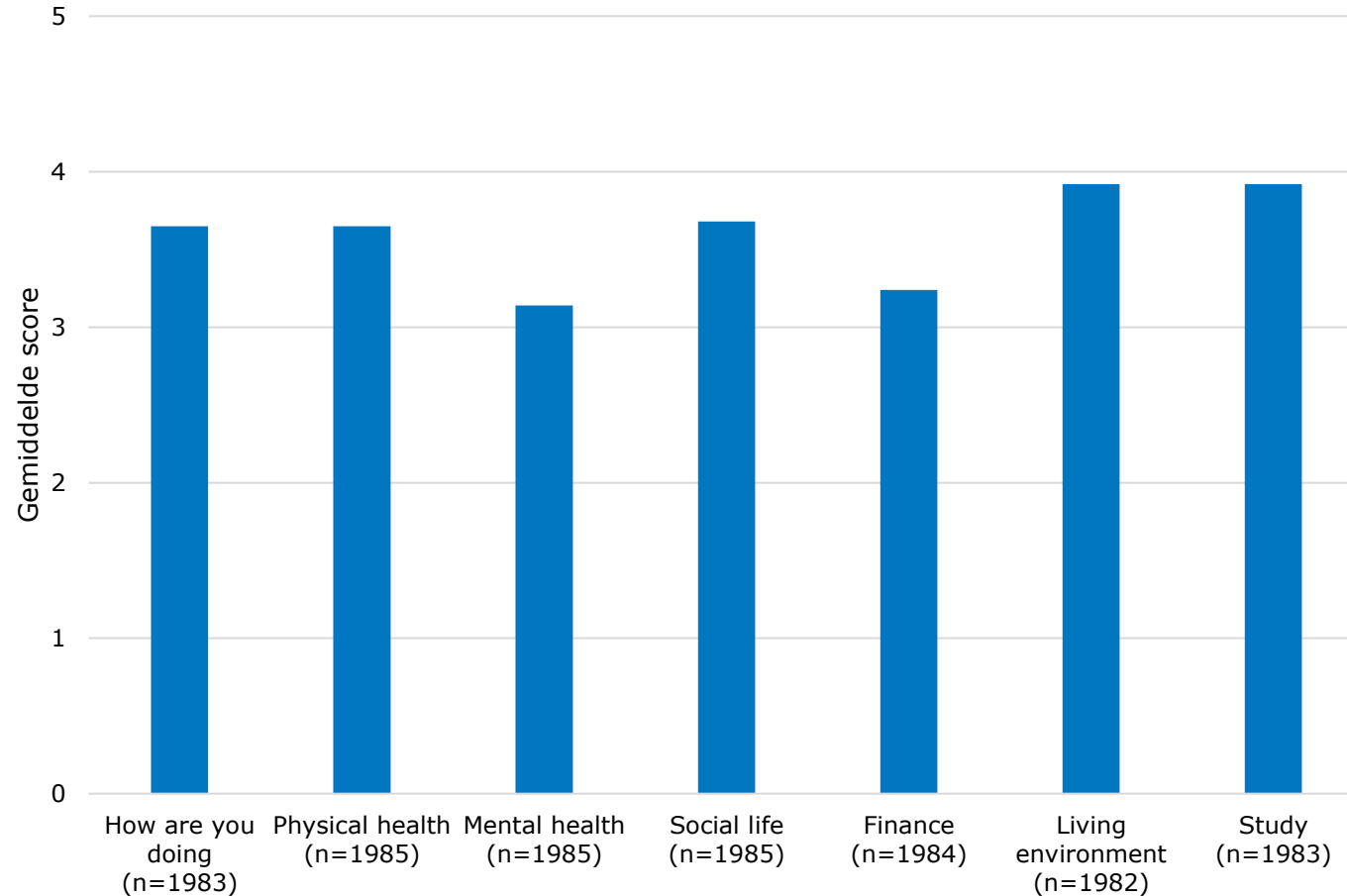
Study programme	Current stud progr Dec '22	Response well-being monitor	Percentage %
Accountancy	213	21	10%
Ad Marketing Management	145	11	8%
Business Studies	610	84	14%
Marketing Management	610	76	12%
Finance and Control	263	31	12%
People and Business Management	44	1	2%
Education in Primary Schools	268	12	4%
Social Work	728	124	17%
Law	616	45	7%



Well-being monitor 2022-2023



Question: how are you doing?

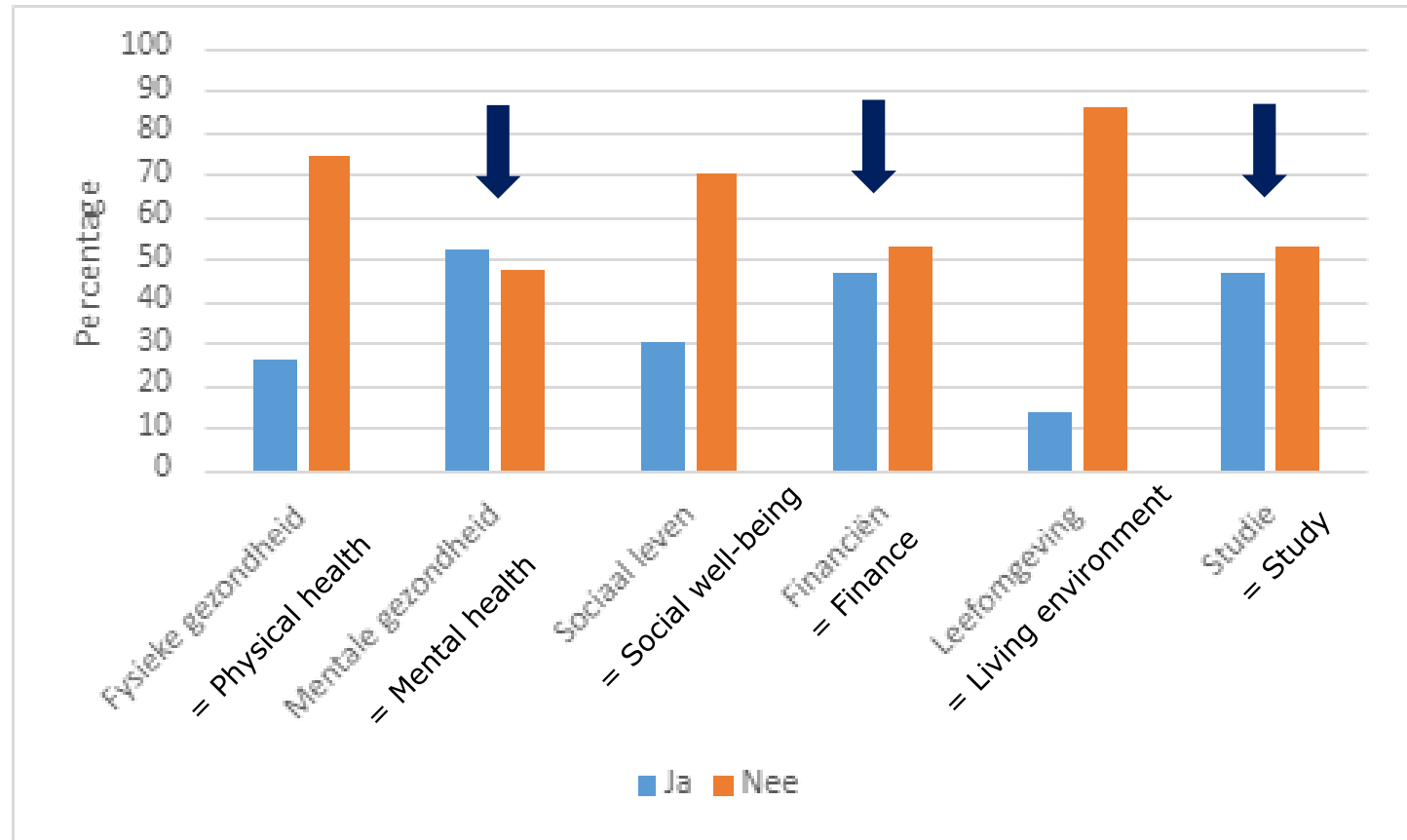


On a scale of 1 to 5, all living areas around health/wellbeing score between 3 (neutral) and 4 (satisfied).

Well-being monitor 2022-2023



Question: are you concerned about any of the following aspects?

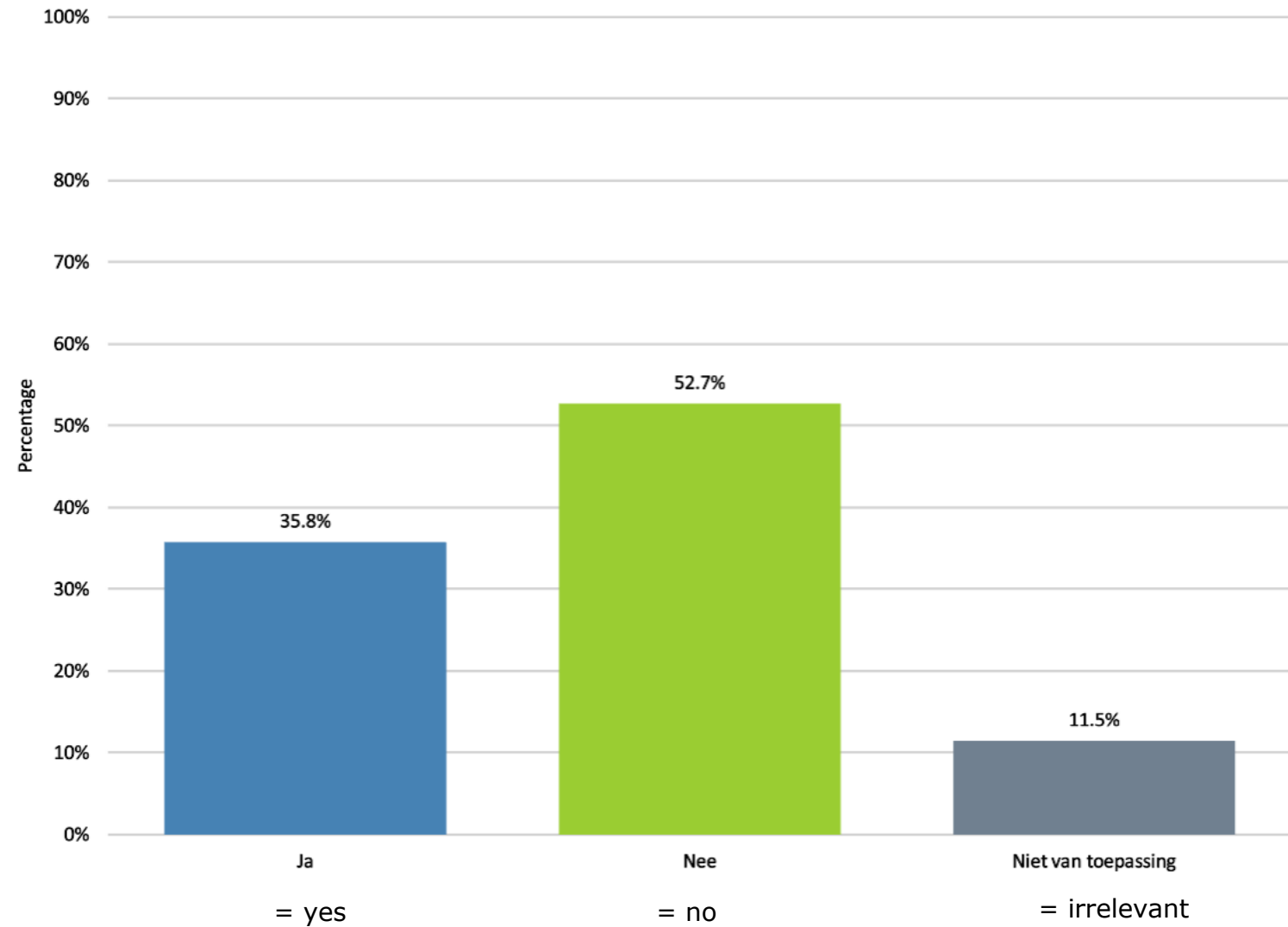


Students worry most about their mental health, their financial situation and their study programme.

Well-being monitor 2022-2023



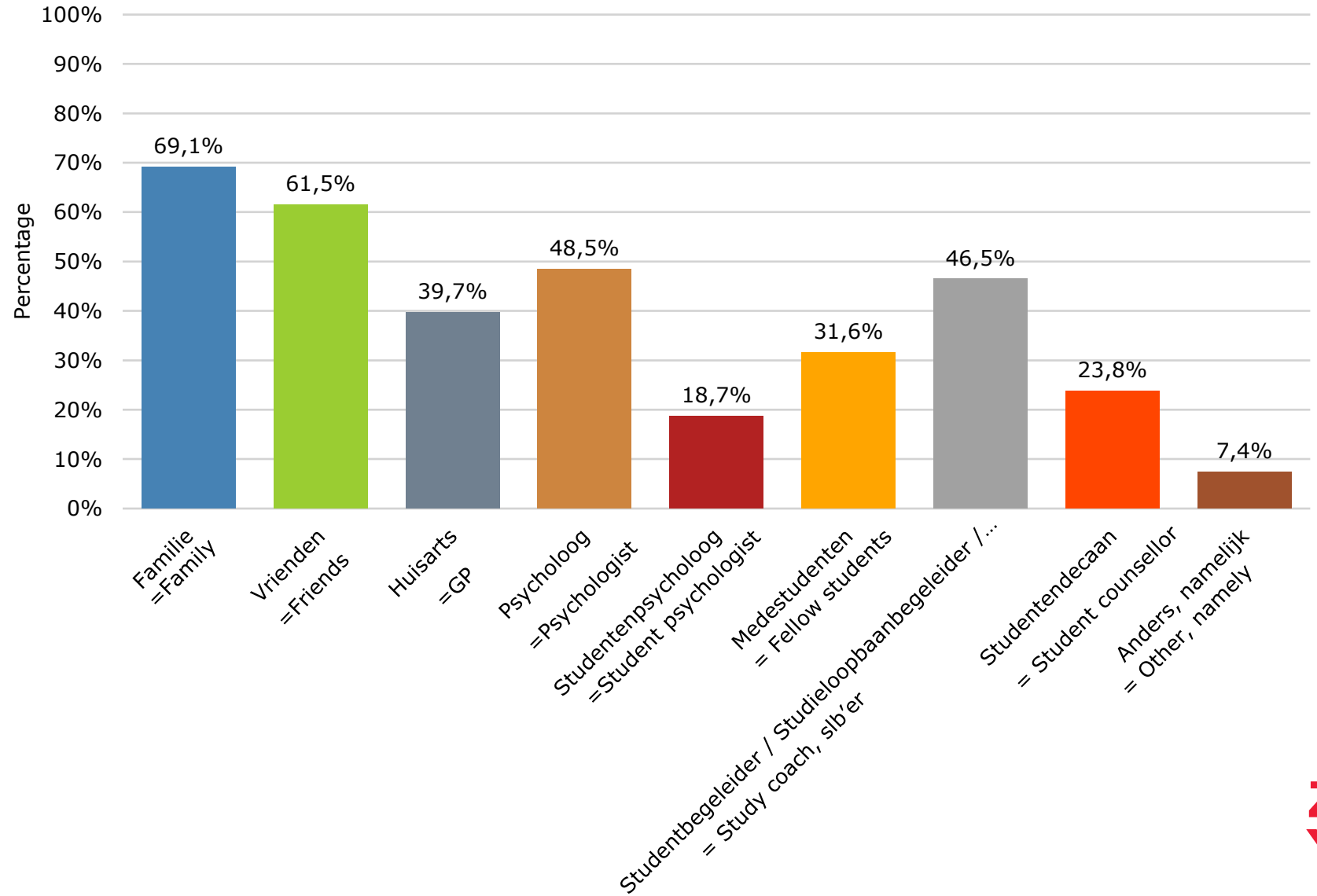
Question: have you asked for help for your problems?



Well-being monitor 2022-2023



Question: who did you seek help from? (multiple answers possible)



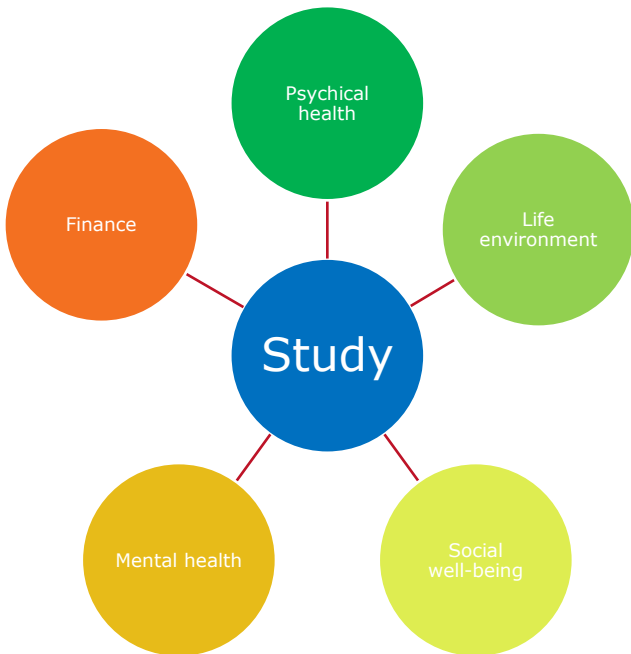
Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

What can Zuyd University of Applied Sciences and your own study programme do for doing well during your study, and make you feel at home at school?

The answers given by students show how the different areas of life surveyed affect each other.

For example, financial pressure makes it necessary to work in addition to studying. This can create a high perceived study pressure, for example during internships. As a result, mental complaints then arise. Time and money to work on physical and/or mental health is also insufficient in this case.



Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Physical
health

Taking care of your physical health means having time and financial space to work on it. Both aspects are limited for some students.

Students indicate that Zuyd could support them in their physical health by:

Zuyd general:

- Offering free sports at Zuyd or discounts on sports subscriptions outside Zuyd;
- Healthy offerings for lunch and hot (dinner) food in Zuyd canteens.

Study programme/ Zuyd general:

- (free) school fruit, to eat at least some healthy food.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Mental
health

Regarding promoting mental health, students indicated that the following support would improve their well-being:

Study programme:

- Personal attention and a listening ear
- Easily accessible study coach
- Attention to mental well-being of all students during classes
- Attention to pleasant study climate, where everyone feels welcome
- Social activities

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Mental
health

Zuyd general:

- Supporting workshops on mental health.
- Make support offerings more visible and accessible to students. Students who have found support are satisfied, but not all students know that Zuyd offers this support.
- Make support offerings very easily accessible.
- Continue to make teachers aware of support offerings so that they can refer students to them.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Social well-
being

Study programme/Zuyd general:

Regarding the promotion of social well-being, students indicate their need for social activities on the level of a group, the study programme and Zuyd in general.

International students indicate this need even more emphatically: they sometimes have difficulty connecting in the often mixed group of students and for this reason feel lonely or excluded more often.

Getting to know people (also outside the study programme), social activities with their own group and extra attention for a pleasant study climate could make a positive contribution here.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Finance

The financial pressure experienced by students is sometimes high. Due to the need to work alongside their study, it is sometimes difficult to combine both personal and study activities.

Especially during internship periods (often full-time attendance at internship sites), this pressure increases extremely and also leads to study stress and mental complaints more often.

Study programme:

- Students request support in this from Zuyd in terms of flexibility/customization in scheduling and education, financial compensation during internship.
- The previously mentioned advantageous/free sports offers at Zuyd and advantageous/free healthy food offers could also support this according to students.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students

Living
environment

Living environment outside Zuyd

International students cannot always find housing easily. They indicate that they would like support from Zuyd in finding suitable housing.

Living environment at Zuyd

Investments in the design of Zuyd buildings are seen by students and appreciated: the living environment for students at Zuyd has improved as a result of these investments.

In addition to this, the following suggestions were made to further improve the living environment at Zuyd:

- places for concentrated study
- spaces where students can meet each other
- a quiet room to be able to retreat for a while

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students



Study

Study programme:

- A large amount of students are very happy with the personal attention they receive from their teachers and give compliments for this!
- Students want to feel seen, heard and supported by the programme through personal attention that focuses on study(progress) as well as well-being. Both first-year and higher-year students express this need. Students with customized programmes, such as study accelerators and delayers need extra support in this because they sometimes lose contact with school and fellow students more easily.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students



Study

Study programme:

- Students indicate that continuation of contact with the student through intensive regular student supervision during internships helps not to lose the connection with school and with fellow students during an internship. Students would like to discuss both their professional and personal development. Attention to students when they return to school after an internship would also help make the transition back to school easier for students.
- Students are eager to participate in thinking about improvements in the programme. When they are asked to give their opinion, they like it to be taken seriously and something to be done with their feedback.

Well-being
monitor
2022-2023

Answers open
questions
+
lunch sessions
with students



Study

Study programme:

- Furthermore, students indicate, they need clear information and communication. Students do not always know what is expected of them and where they can find information. And they would really like it if there could be (customized) solutions when, for example, they miss a lesson once. Teachers may trust that students take school seriously, but just don't always manage to be present due to all obligations for study, work, internship and private matters. It helps extremely when teachers understand this and think along in solutions.

Zuyd general:

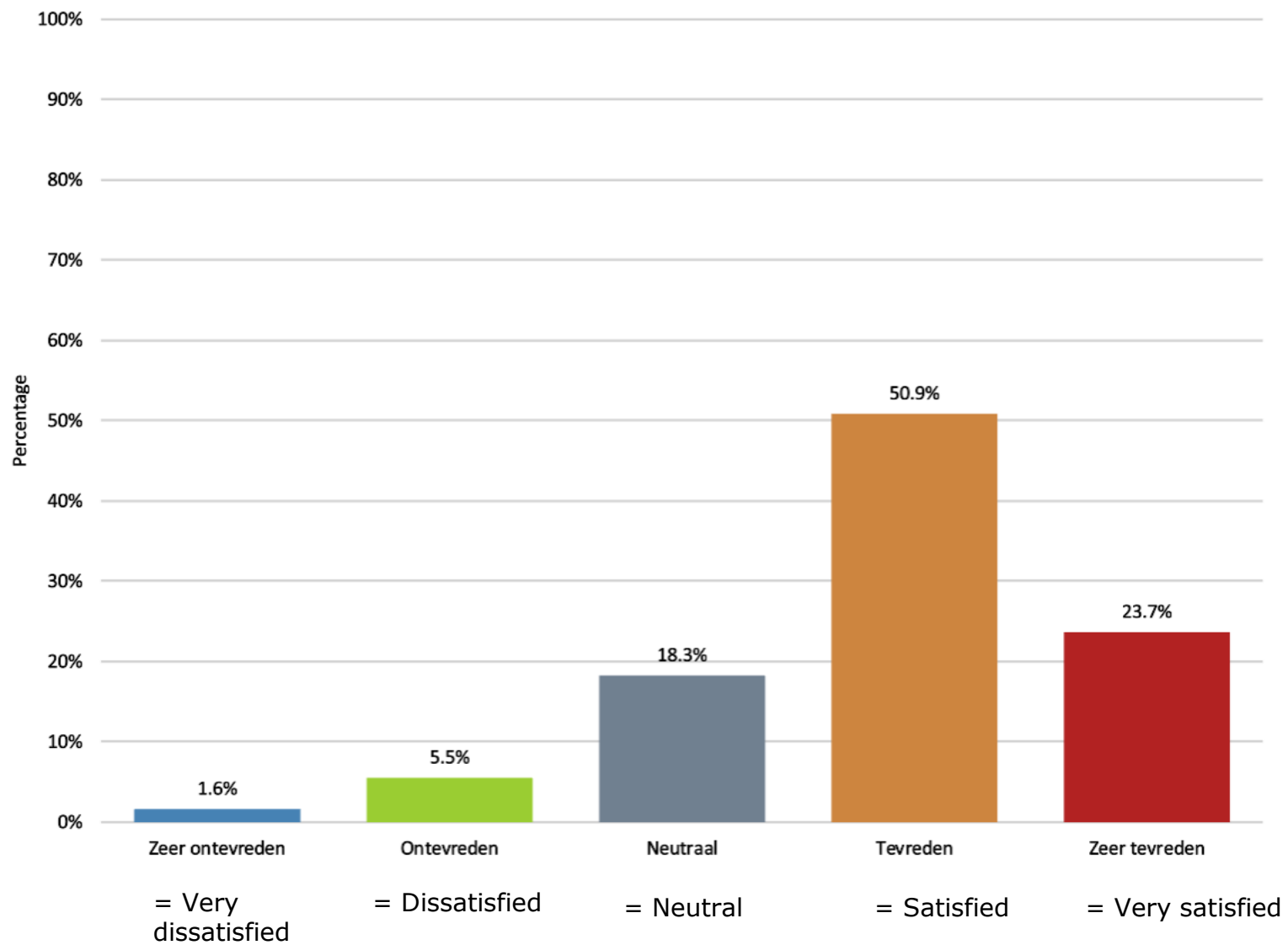
- Not all necessary information is easily found, for example about Zuyd support offerings.

Well-being monitor 2022-2023

Feeling at home



Feeling at home with your study programme (n = 1948)



Well-being
monitor
2022-2023

Personal study
advice



Questions about personal study advice:

- 1) Does the personal study advice help you to make choices about continuing your study?
- 2) Do you experience stress because of the personal study advice?
- 3) Do you experience the personal study advice as personal?

Only 757 of the 1986 respondents answered this question. The most frequently chosen answer was neutral. Therefore, it is unfortunately not possible to draw reliable conclusions from the answers given. Unfortunately, no students with experience with personal study advice participated in the lunch sessions with students.

Further exploration with students is necessary to provide more depth on this topic.

Well-being
monitor
2022-2023

Undesirable
behavior

The following slides show the results of the well-being monitor on the topic of undesirable behavior.

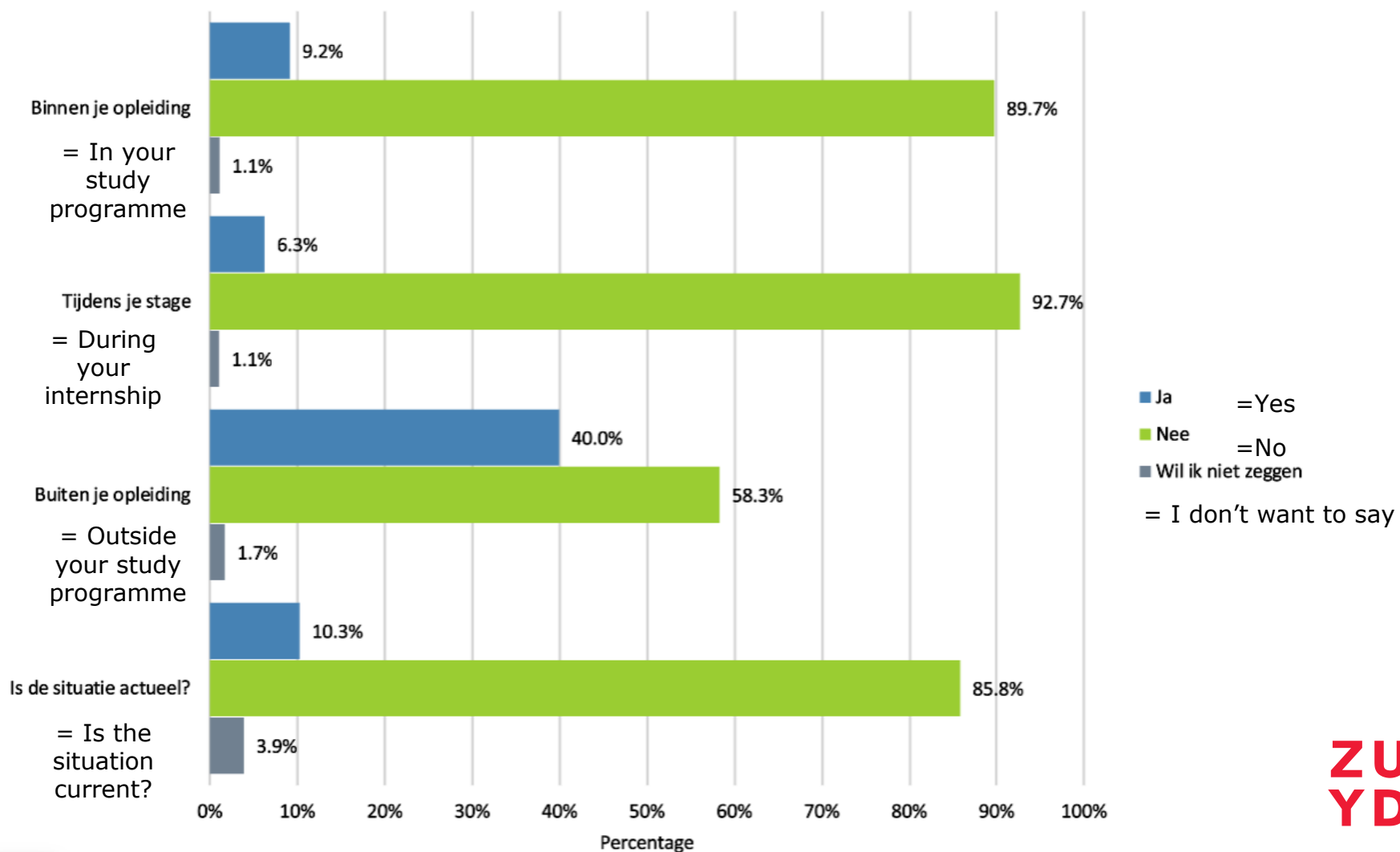
Zuyd-general, undesirable behavior appears to occur among students from all study programmes. At nearly all courses undesirable behavior is experienced within the study and during internships. This concerns 305 reports of undesirable behavior within the Zuyd-general programme and/or within internships, 793 reports outside the study programme. These situations may still be current or may have occurred in the past.

Specific information per study programme on this theme cannot be generated given the low numbers of reports per course, but given the distribution of the numbers across almost all courses, this does appear to be a very topical theme

Well-being monitor 2022-2023

Undesirable behavior

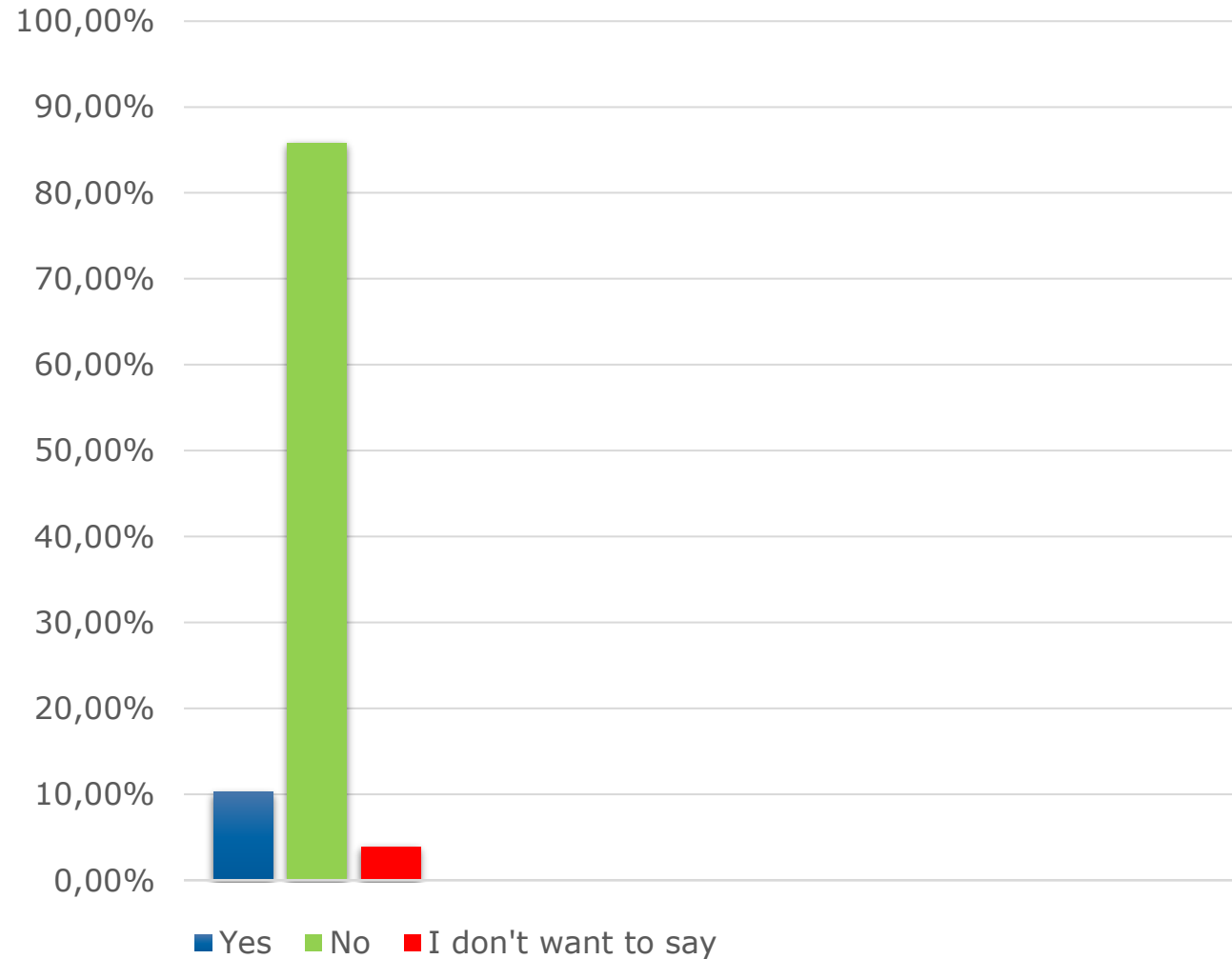
Question: have you ever experienced unwanted behavior such as bullying, gossiping, sexual harassment, physical or psychological violence or discrimination? (n=847)



Well-being
monitor
2022-2023

Undesirable
behavior

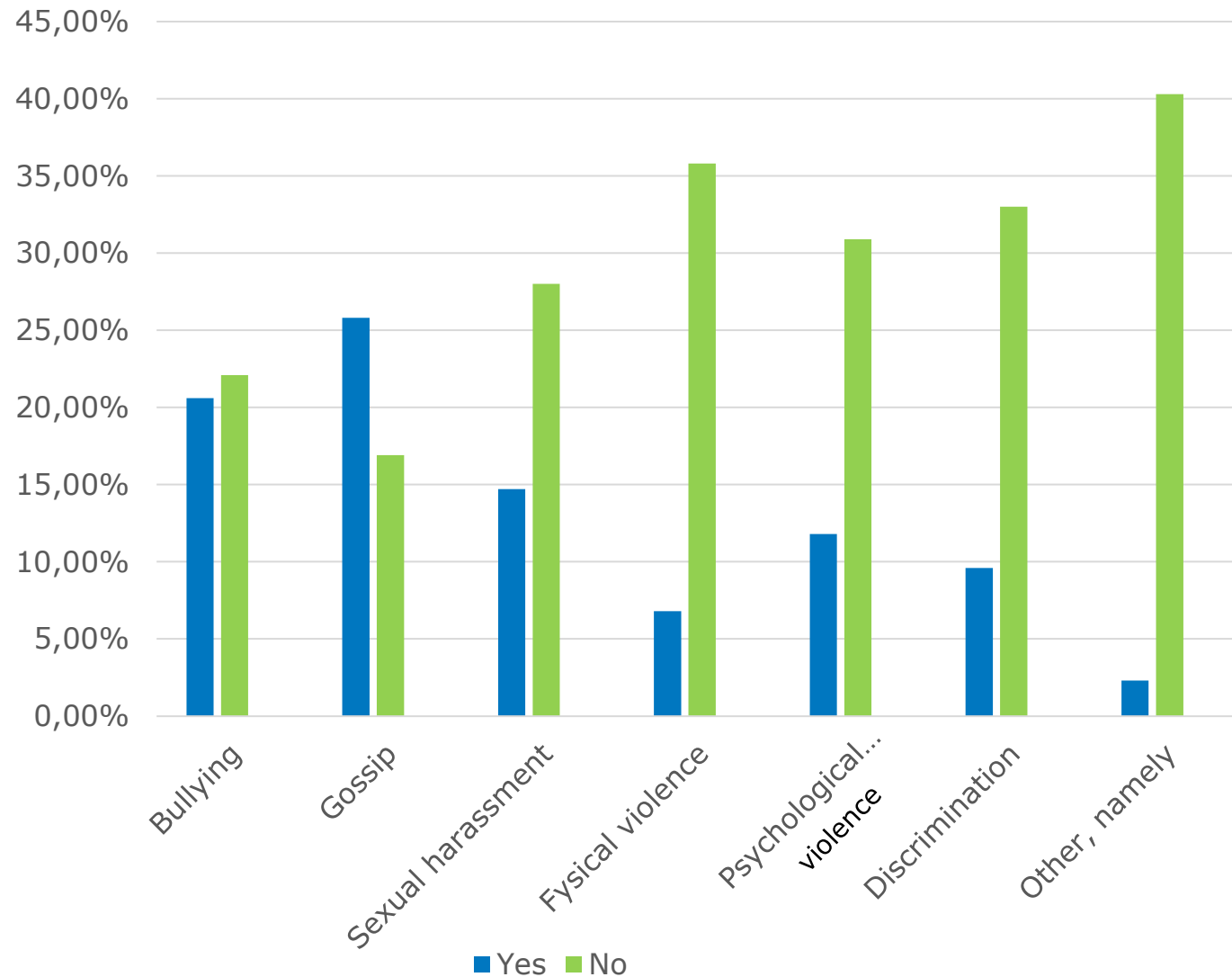
Question: is the situation current?



Well-being
monitor
2022-2023

Undesirable
behavior

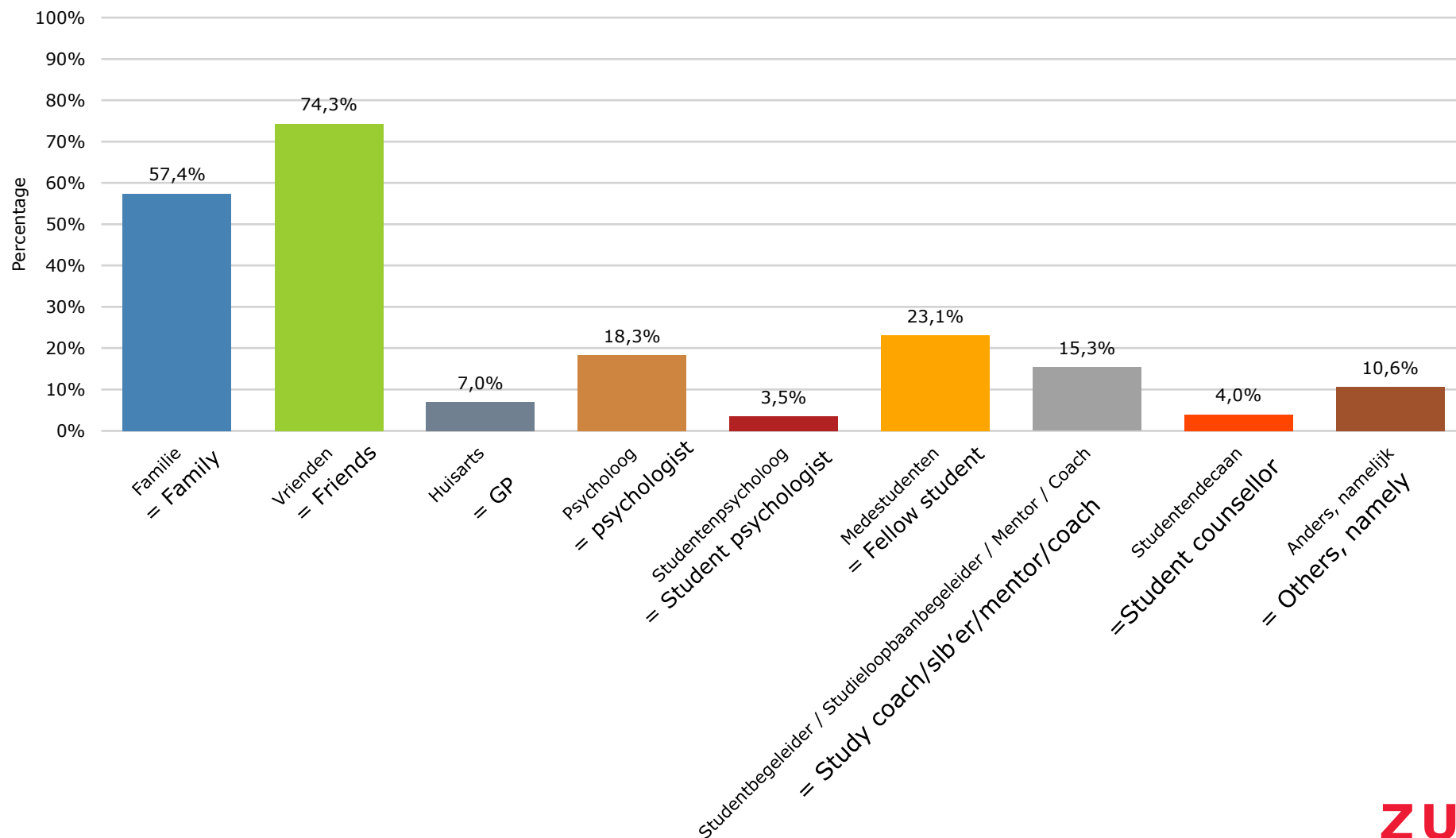
Question: what aspects of undesirable behavior are (were) you dealing with?



Well-being
monitor
2022-2023

Undesirable
behavior

Question: Who did you ask for help? (multiple answers possible)



Open question: To what extent does the undesirable behavior affect your daily life?

The extent to which the undesirable behavior affects daily life depends on a number of factors, including:

- the type and severity of the situation
- whether it is a one-time, more frequent or structural situation
- whether the situation is current or not
- whether the student has had support/the situation has been resolved or not

Commonly mentioned effects of undesirable behavior are a negative impact on self-esteem and self-confidence, avoidance of certain situations, difficulty trusting people, various anxiety complaints, sleep problems, mood complaints. All of these complaints range from moderate to severe and very severe.

To what extent does the undesirable behavior affect your study progress?

When students indicate that they are no longer bothered by the undesirable behavior in their daily lives, the situation generally has no adverse effect on study progress.

The most frequently mentioned study barriers are:

- low self-confidence/fear of failure
- not always able to attend classes
- concentration problems
- motivation problems
- difficulty with working together
- difficulty trusting people (teachers and students)

Well-being monitor 2022-2023

International students



- As in the 2021-2022 well-being Monitor, the open questions responses from the well-being monitor again show that international students are a group that needs extra attention and support.
- These are not representative data because they are only the responses of individual students from the open-ended questions. This is because the group of international students cannot be inferred from the quantitative data. However, given the degree of study hindrance and impact on mental well-being that they describe, this has been included as a group of special interest in this report.
- The group of international students, consisting of internationals at English-language programmes and internationals at Dutch-language programmes (mostly from Euregio and the Caribbean Netherlands), indicate that it is not always easy to integrate and be included in the group by the Dutch students. They indicate that they feel less at home, have difficulty making contact at and outside of school, and are more often lonely.

Well-being
monitor
2022-2023

International
students

Study programme:

- It would help them if the teachers paid more attention to this, by, for example, making sure that only English is spoken by everyone (including the teacher himself) during and after classes in the English language courses and that attention is paid to the study climate, where everyone can feel comfortable.
- It also helps if there is a help and offer in (social) activities on a group, education, and Zuyd general level, so that they can make more contacts.
- Also, this group of students is very concerned about their financial situation. The increased fixed expenses make the financial situation, which is already often very tight, even more dire. A combination of factors may play a role in this: the level of tuition fees (institutional tuition fees for a number of international students), no possibility to get a work permit, fewer opportunities to be supported by family due to deteriorating financial circumstances of the supporting families.



Well-being monitor 2022-2023

Students identity "different"

31 students identify as "other" under gender (choice here was: male/female/other/don't want to say). Given that this group of students scores significantly lower on all aspects of well-being than the Zuyd broad population of students, it is important to pay extra attention to this.

Last year's open questions responses also revealed that this group of students struggled with many well-being questions.

Study programme:

- From the principles of student well-being, creating an inclusive study climate, where all students can be themselves, is a key focus for next academic year.

Zuyd general:

- In addition to inclusion in the broadest sense, students mentioned the following specific areas of concern: placing gender-neutral toilets in locations where they are not yet present and paying attention to neutral forms of address.



Welzijnsmonitor 2022-2023

Conclusions

1. Fewer students are satisfied with finances and they are also more concerned about this compared to last year.
2. Satisfaction with mental health has increased very slightly, and concerns about it have decreased slightly. However, still more than 50% of students worry about their mental well-being. Still a percentage that raises concerns.
3. Information provision still appears to be a major concern, despite students this year also complimenting the way they are supported by the programme (think information and communication about schedule, deadlines, assignments) and by Zuyd-general activities in their studies and mental well-being. Where students are familiar with all the support options, they are usually very satisfied about them. However: Not all students know about it.



4. Again calling attention to the special groups:
 - students dealing with inappropriate behavior
 - international students
 - students who feel different

Student and study support throughout the study programme appears to be very important to students. This is a very important area of focus, given that this is a frequently mentioned concern for students.





- Given the students' description of how much financial pressures and worries impact mental well-being, it is recommended that extra attention be paid to ways in which students can combine their studies with working after school.

It helps students if consideration is given to scheduling, study flexibility is offered where possible and necessary, study pressure is spread evenly over a block and individual situations are considered.

- Zuyd-general advantageous/free sports offer, inexpensive offer of (healthy) food in the canteen and/or free school fruit.

Well-being
monitor
2022-2023

Recommendations

Continuation of the Zuyd general offer around study and mental well-being because still more than 50% of students are concerned about their mental health. The initiatives of programmes, the department for Student Services and the Prevention Center are mentioned in the students' open questions and are experienced as very supportive, hence the advice to continue them.

Alignment of these offerings with schedules, integration of these offerings into curricula, for example, are suggestions made by students to make it even easier to participate.

It is nice to read that the efforts of programmes and Zuyd-general initiatives are appreciated!



Mental
health

Well-being
monitor
2022-2023

Recommendations



Mental
health

- Some students indicate that the offer around help with mental health issues could be supplemented and/or made more visible and accessible, where applicable, by :
 - Offer anonymous opportunities where students can ask for help with mental complaints (is now offered through platform Fresh Thoughts, but is not yet known to all students);
 - Talk groups to discuss mental complaints in a very approachable way (talk groups for students with autism and for gifted students are already in place);
 - Low-threshold accessibility of student psychologists (not all students are aware that this service is available at Zuyd). Where this is known, students like to make use of it. They would like it if it were possible to have even easier and more frequent contact, because it helps them a lot)

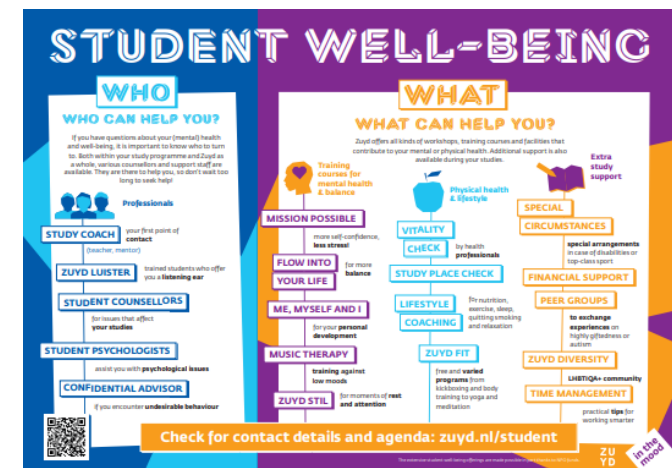
Well-being monitor 2022-2023

Recommendations

Information resources

Invest in clarity and **communication at the study programme level**, so that students know what is expected of them and where they can find information.

A fixed point of contact within the programme, where students can go for questions in communication about matters that now often prove untraceable for students, such as information about Zuyd general range of support, activities and workshops would support them in this.



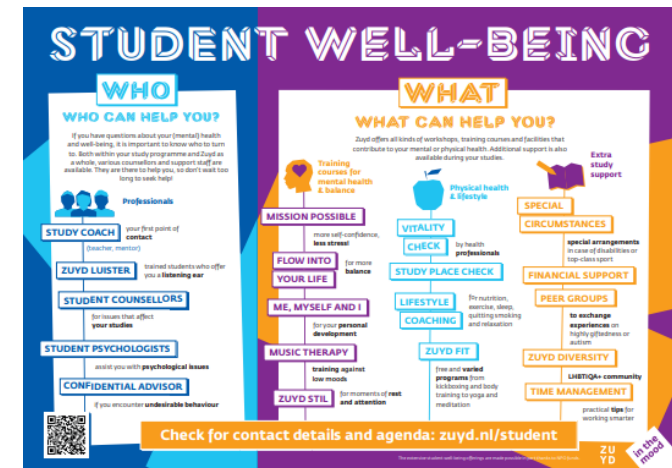
Well-being monitor 2022-2023

Recommendations

Invest further in information, clarity and **communication on a Zuyd-general level**, so that all students know where they can go if they have questions or problems, and know what Zuyd has to offer.

Last year, it already appeared that students could not find all the information and support easily. Although we note a slight improvement due to the compliments from students about Zuyd's general range of services, the MOOD page, it is also clear that certainly not all students know how to find these services.

Information resources



Well-being
monitor
2022-2023

Recommendations

Students who have (had) to deal with undesirable behavior:

Additional focus on undesirable behavior by:

- making the topic negotiable in teaching and internship
- professionalization of study coaches
- raise awareness of the support offered to students

Attention
to
special
groups

Attention
to
special
groups

International students

- Invest in consistent use of English language by students and teachers in the English-language programmes.
- Invest in group climate where integration of foreign students with the Dutch-speaking students is promoted.
- Invest in offering social activities inside and outside of the study programme so that international students can get to know people.
- Approachable point of contact where students can go for concerns/questions. They more often lack support from their surroundings.

Well-being
monitor
2022-2023

Recommendations

Attention
to
special
groups

Students who feel “different”:

- Invest in promoting an inclusive study environment, where everyone feels at home. Suggestions already mentioned by students were placing gender-neutral toilets at locations where these are not (yet) present and using neutral forms of address.
- Promoting mutual contact, such as through Zuyd-general activities and student groups where students can meet and share experiences, can also support this.

Well-being
monitor
2022-2023

Recommendations

Attention
for study
coaching

- Where necessary and possible, invest in student guidance (by slb-er, coach and teachers) in which the student is seen both as a starting professional and as a human being. Students experience this as very valuable.
- programmes that have invested in this receive compliments from students. In programmes where this is not yet provided (in all years), students indicate that this would help them a lot in their studies, but also in their well-being.
- Students want to be seen, heard and supported, both as professionals and as human beings.
- It helps when study programmes and teachers think along in solutions when students ask for something: thinking along, understanding and flexibility are key words here.

Well-being monitor 2022-2023

Next steps



- Areas for improvement from the well-being monitor have been incorporated into the ambition plans of the Student Services department.
- Students who signed up to participate were invited to attend in-depth lunch sessions to think about the results.
- Create action plan following conclusions and recommendations well-being monitor 2022-2023.
- Each programme will receive feedback on the well-being monitor at Zuyd level and the number of respondents per programme in early April through programme management. Each programme will also receive a brief overview of the results that deviate from the Zuyd report. This can be discussed in more detail in an interview (April-May 2023).

Well-being monitor 2022-2023

Next steps



- Each programme or group of programmes, in collaboration with students and teachers, can give meaning to the results of the well-being monitor for its study programme(s), in co-operation with School Participation Councils.
- For a more representative response in academic year 2023-2024, it is recommended that the completion of the well-being monitor by programmes be included in the planning of school year 23-24 (November 27-December 8, 2023). After all, the higher the response rate, the more value can be placed on the outcomes.
- The well-being monitor evaluation and recommendations will be discussed with the Executive Board and new preparations made for the 2023-2024 welfare monitor in November-December 2023.
- Evaluate and adjust communication plan well-being monitor 2023-2024, start from May 2023.
- Issuing the new well-being monitor 2023-2024 in late November-early December 2023.

Well-being
monitor
2022-2023

Questions and
contact

Do you have any questions/comments/suggestions about/for?

- the results of the well-being monitor
- the process from start to feedback
- the communication to students and staff



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