

THE UNIVERSITY OF NEW MEXICO

STUDENT WELL-BEING ASSESSMENT

A LoboWell-Being **PROJECT**

2024-2025 FINDINGS REPORT

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SURVEY OVERVIEW



Executive Summary

In the Fall of 2024, The University of New Mexico’s Division of Student Affairs partnered with the American College Health Association and representatives from UNM’s North and Branch campuses to conduct a university-wide survey of well-being among students enrolled at any of UNM’s campuses. **4,704** UNM students participated in the survey. The assessment was administered via an online Qualtrics survey and data was collected for three weeks between October-November 2024. Overall findings indicate:

UNM students experience similar well-being levels as their non-UNM peers.	UNM students experience similar levels of well-being compared to the Fall 2024 ACHA Reference Group, with UNM North and UNM Branch students demonstrating slightly better well-being scores than UNM Main.
Some UNM student sub-populations experience different well-being levels than their UNM peers.	Transgender/gender non-conforming, students with disabilities or conditions, and queer-spectrum students had less desirable scores, while parenting students had more desirable scores when compared to UNM peers.
Many UNM students reported having mental health conditions, but experience challenges accessing care.	One-third of students report having a condition like anxiety or depression, but one-third of UNM students experience challenges accessing care, including knowing where to access care and being able to afford it.
Generally, UNM students are concerned about educational expenses and basic needs security.	During the past academic year, approximately 35% of UNM students worried often or very often about being able to pay for educational expenses, while one-fourth of students shared concerns around food security.



SURVEY OVERVIEW

About LoboWell-Being & the ACHA Well-Being Assessment Framework

At The University of New Mexico, the Division of Student Affairs—along with student affairs counterparts at the Health Sciences Center and the Gallup, Los Alamos, Taos, and Valencia branch campuses—provide a range of health and wellness services to address students’ wide-ranging needs. Lobo Well-Being, an initiative of the Division of Student Affairs, aims to provide enhanced collaboration of these services within the University and the greater community.

Lobo Well-Being adapts a version of the Substance Abuse and Mental Health Services Administration’s (SAMHSA’s) Eight Dimensions of Wellness framework to develop health and wellness programming, services, and related initiatives at UNM. In 2024, a well-being assessment offered by the American College Health Association (ACHA) was implemented to provide deeper insights into the overall wellness of students and suggest areas for enhanced support across the university community.

ACHA’s well-being model examines 18 dimensions of well-being including Happiness, Anxiety, and Depression, among others. Figure 1 provides a visual representation of how ACHA’s Well-Being Assessment dimensions align to Lobo Well-Being’s Eight Dimensions of Wellness framework.

The ACHA Well-Being Assessment does not fully overlap with Lobo Well-Being’s Eight Dimensions of Wellness, but rather “focuses on aspects of well-being that ACHA believes higher education can influence” (Brocato & Hoban, 2024, pg. 3). The dimensions assessed in this survey are described in Table 1.

Figure 1. ACHA Well-Being Dimensions Alignment to LoboWell-Being’s Eight Dimensions Framework

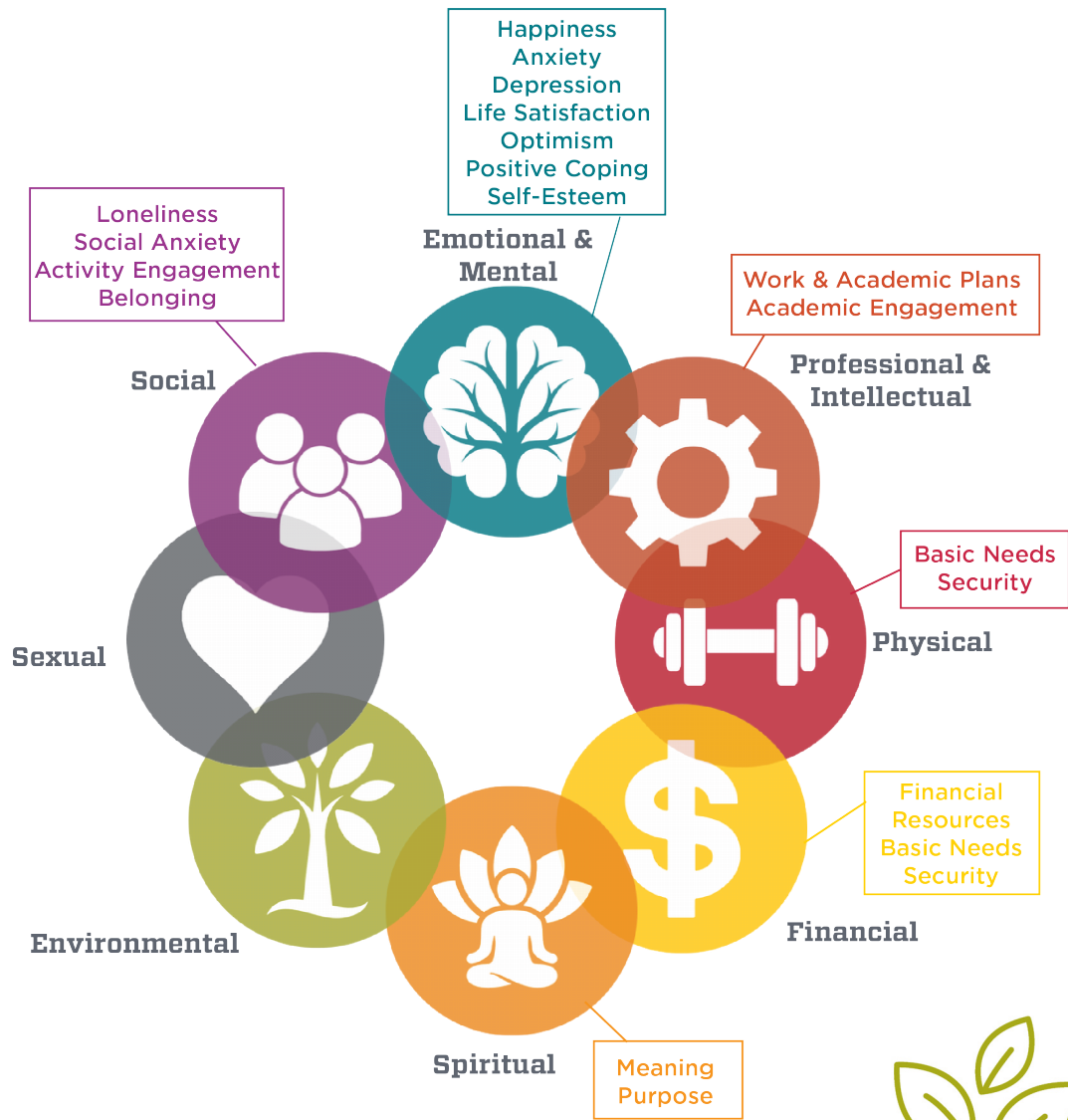


Table 1. ACHA Well-Being Assessment Dimensions Overview

ACHA Dimension	Description	Is This Dimension Scored?
Happiness	The extent to which students are feeling cheerful, in good spirits, and full of life.	Yes, see Interpreting Dimension Scores for more.
Anxiety	The extent to which students feel nervous, worried, or concerned something bad might happen.	Yes, see Interpreting Dimension Scores for more.
Depression	The extent to which students feel depressed, sad, or that others would be better off without them.	Yes, see Interpreting Dimension Scores for more.
Loneliness	The extent to which students feel like they don't have friends, are isolated, or excluded.	Yes, see Interpreting Dimension Scores for more.
Social Anxiety	The extent to which students feel fear of social situations that may result in judgment or embarrassment.	Yes, see Interpreting Dimension Scores for more.
Demographics	Understanding students' personal characteristics, identities, and experiences.	No, not scored because they include facts and perceptions about students' circumstances, which are not qualities or traits of students.
Financial Resources	The extent to which access to money impacts students' experiences in the current academic year.	No, not scored because they include facts and perceptions about students' circumstances, which are not qualities or traits of students.
Work & Academic Plans	Things that are potentially a result of being well, like having good grades or feeling confident about job prospects.	No, not scored because whether students plan to go to graduate school or feel confident about their job prospects reflects their beliefs and attitudes about various things and does not represent a unified quality or trait of the students.
Life Satisfaction	How students feel about getting the important things in life and the direction their life is going.	Yes, see Interpreting Dimension Scores for more.
Self-Esteem	The extent to which students feel positively about themselves.	Yes, see Interpreting Dimension Scores for more.
Optimism	The extent to which students feel positively about life and the future.	Yes, see Interpreting Dimension Scores for more.
Positive Coping	The extent to which students can overcome adversity and return to their baseline levels of health and well-being.	Yes, see Interpreting Dimension Scores for more.
Activity Engagement	The extent to which students are involved in activities they enjoy, that have expanded their skills, and that they find meaningful.	Yes, see Interpreting Dimension Scores for more.
Academic Engagement	The extent to which students find their coursework interesting, engaging, and exciting.	Yes, see Interpreting Dimension Scores for more.
Belonging	The extent to which students experience a sense of belonging in their higher education institutions.	Yes, see Interpreting Dimension Scores for more.
Meaning	The extent to which students feel like their lives are meaningful, do something meaningful every day and live their lives in meaningful ways.	Yes, see Interpreting Dimension Scores for more.
Purpose	The extent to which students feel they have a set of life goals they value, and which are aligned with their true interests.	Yes, see Interpreting Dimension Scores for more.
Basic Security Needs	Access to medical care, mental health care, and food security.	No, not scored because they include facts and perceptions about students' circumstances, which are not qualities or traits of students.



Methodology

All university undergraduate, graduate, professional, and non-degree students from all UNM campuses (Main, Health Sciences Center, Law, Gallup, Taos, Los Alamos, and Valencia) currently enrolled at least part-time following the Fall 2024 Census date (September 6, 2024) were invited to complete this assessment. Students under the age of 18 and students in a dual-credit or concurrent enrollment status were excluded from the participant group. The UNM student well-being research team received a FERPA Research Exception approval from the University Registrar along with UNM Institutional Review Board (IRB) approval prior to administering the survey. The UNM IRB protocol associated with this study is #2407139897.

Once the participant list was identified, the preferred names and email addresses of participants were shared with the ACHA research team to disseminate the survey between October 14 – November 4, 2024. ACHA contacted students to participate in the survey through a letter of invitation sent directly to their UNM email address, which also served as an informed consent.

After the survey closed, ACHA shared UNM’s institutional data (SPSS system file with built in codebook) with the UNM student well-being research team. All identifiable information (e.g. student name, UNM email address) were removed by ACHA prior to the data analysis. The UNM student well-being research team conducted data analysis throughout the Spring 2025 semester, which included disaggregating data by campus and demographic identifiers. Results and key findings were identified for UNM’s three primary campus populations: Main Campus, North Campus, and Branch Campus.



About the Use of Sex and Gender



ACHA uses SEX, TRANS, and GENDER question responses to categorize respondents as Female, Male, and Trans/Gender Non-Conforming (TRANS/GNC). Respondents are considered cisgendered when responses to SEX, TRANS, and GENDER are consistent with one another. For example, a respondent who identifies as Female, Woman, and Not Transgender is coded as Female. Transgender respondents, or those whose sex at birth and gender identity are not consistent, are coded as TRANS/GNC. Missing values occur when respondents select “another identity” in response to GENDER or when all three questions are skipped.

About the Use of Weights

ACHA used data that were weighted for nonresponse bias using participants’ self-reported race/ethnicity and sex at birth (not gender). ACHA used these variables because they align with publicly available IPEDS data about UNM’s student demographics. ACHA weighted the data using the RAKE extension in SPSS¹. All statistical tests were conducted with these weights.

¹ RAKE is a post-stratification weighting technique to correct for non-response bias.

Interpreting Dimension Scores

The scores provided in this report are averages of participants’ responses within that dimension multiplied by 10. Missing data is ignored (i.e. pairwise observations were used). Mean scores were generated off the total complete responses for a set of items, not the total number of items. Table 2 describes the possible scores for each scored dimension.

Table 2. Interpreting Dimension Scores

	Dimension	Minimum Score	Maximum Score	Desirability
MOOD	Happiness	10	50	High score is desirable.
	Anxiety	10	50	Low score is desirable.
	Depression	10	50	Low score is desirable.
	Loneliness	10	50	Low score is desirable.
	Social Anxiety	10	50	Low score is desirable.
	Life Satisfaction	10	60	High score is desirable.
	Self-Esteem	10	60	High score is desirable.
	Optimism	10	60	High score is desirable.
	Positive Coping	10	60	High score is desirable.
	Belonging	10	60	High score is desirable.
	Meaning	10	60	High score is desirable.
	Purpose	10	60	High score is desirable.
	Activity Engagement	10	60	High score is desirable.
	Academic Engagement	10	60	High score is desirable.

Identifying Respondents by Primary UNM Campus

To gain a deeper understanding of student experiences with well-being across the university system, the UNM student well-being research team aimed to generate a 10% response rate for this survey, with a 95% confidence level and a +/- 3% margin of error.

Additionally, to be mindful of variances in experience across UNM’s different campuses, the research team added a question to the 2024 ACHA Well-Being Assessment which asked, “Which UNM campus represents your primary enrollment?” Respondents were able to select their primary UNM campus from a list of six alphabetized choices: Gallup, Los Alamos, Main, North, Taos, and Valencia.

Responses to this question indicate that there were 3,938 Main Campus students, 349 North Campus students, and 416 Branch Campus students who participated in the survey. To strive for a representative and statistically significant sample of the branch student perspective, the Gallup, Los Alamos, Taos, and Valencia students were grouped and analyzed together as UNM Branch students. Figure 2 provides a visual representation of the total number of survey respondents grouped by their primary UNM campus.

UNM also serves a large population of online-only students that are associated with a primary campus, but are 100% remote learners who do not step foot on a UNM campus. Findings related to the online-only population are discussed in the Considerations section of this report.

Figure 2. Total Number of Respondents by Primary UNM Campus

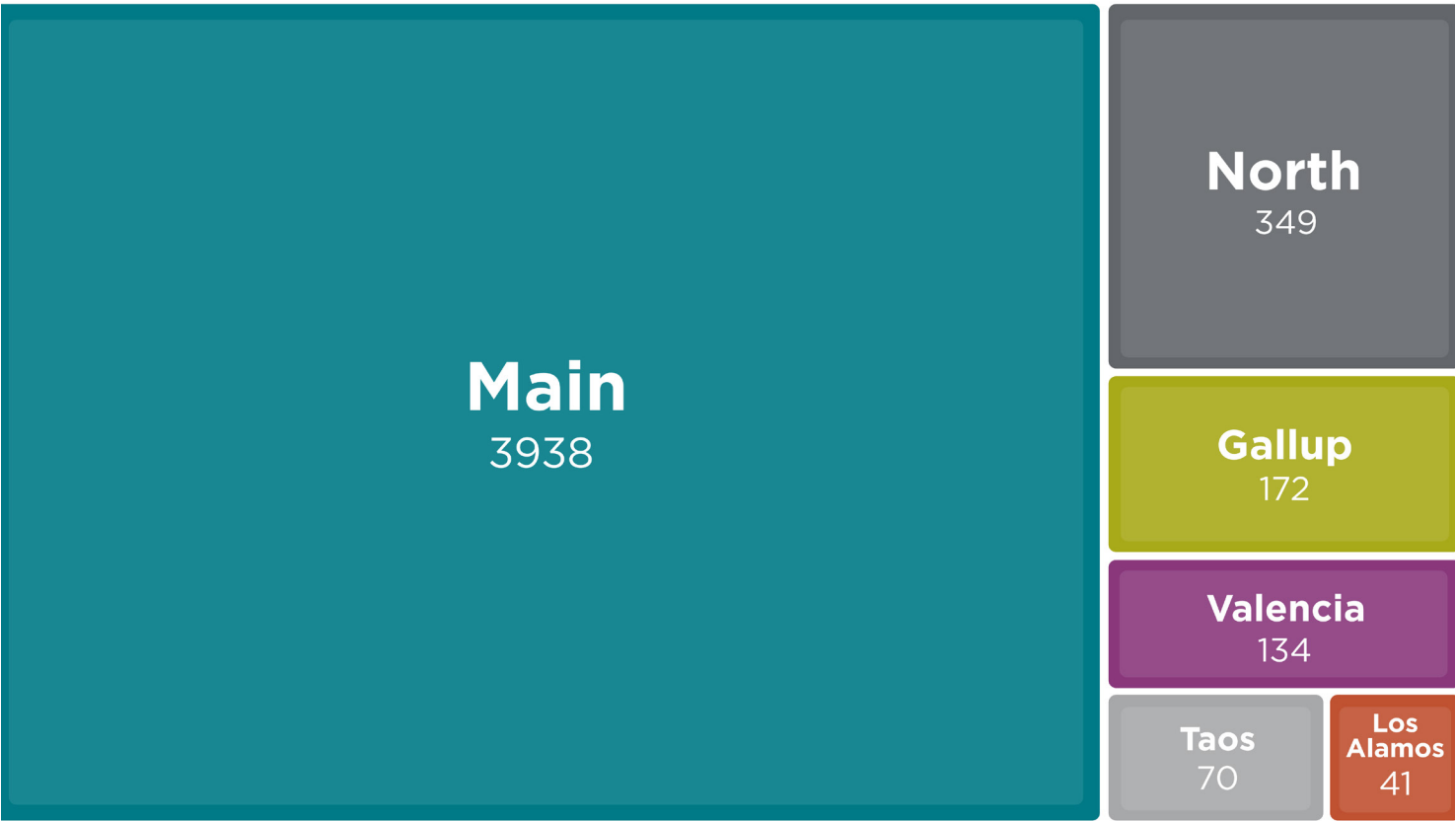


Table 3. Survey Sample Size by Primary UNM Campus

	Number of Survey Respondents	Fall 2024 Campus Headcount	Sample Size Percentage
Main Campus	3,938	19,196	20.51%
North Campus	349	3,938	8.86%
Branch Campus	416	2,110	19.71%

Although the North Campus respondents did not reach the desired 10% response rate, their results are included in this report. **Due to the smaller number of respondents, the results and key findings for UNM North students should be interpreted with caution, as the scores may not be fully generalizable to the broader UNM North student population.**



In comparison to the Fall 2024 campus headcount, the total number of survey respondents for Main Campus and Branch Campus were a representative sample size, indicating that findings from this survey are significant and applicable to the broader Main Campus and Branch Campus student populations. Table 3 shows the comparison of the number of respondents by their primary UNM campus to the Fall 2024 Campus Headcount (excluding dual credit and concurrent enrollments) per the UNM Office of Institutional Analytics Official Enrollment Report.

UNM Main Student Demographics

The University of New Mexico's Main Campus is situated in Albuquerque, New Mexico and is the largest of the three campus types included in this study. For the purposes of this study, UNM Main Students refers to respondents who selected "Main" as their primary UNM campus and includes graduate, undergraduate, and non-degree seeking students.

Per the UNM Office of Institutional Analytics Official Enrollment Report, the total Albuquerque Campus Headcount for Fall 2024 was 19,196 students, excluding any concurrent student and students enrolled in an associate degree, as well as the College of Nursing, the College of Pharmacy, College of Population Health, School of Law, and School of Medicine since these colleges/schools are primarily associated with UNM North. Approximately 54% of UNM Main's Fall 2024 headcount was female, while 46% were male. However, the UNM Office of Institutional Analytics does not currently track transgender or gender non-conforming identities in the Official Enrollment Report.

In terms of ethnicity, approximately 31% of UNM Main students identify as White, while the remaining 68% of students identify as one or more of the following: American Indian, Asian, Black or African American, Hispanic, International, Native Hawaiian, or Two or More.

According to the UNM Office of Institutional Analytics (OIA) 2024-2025 Common Data Set, the average age of all students is 23 years old. Currently, OIA does not have official enrollment data on other demographics discussed in this study, such as sexual orientation, parenting status, first-generation status, or students with disabilities or conditions.

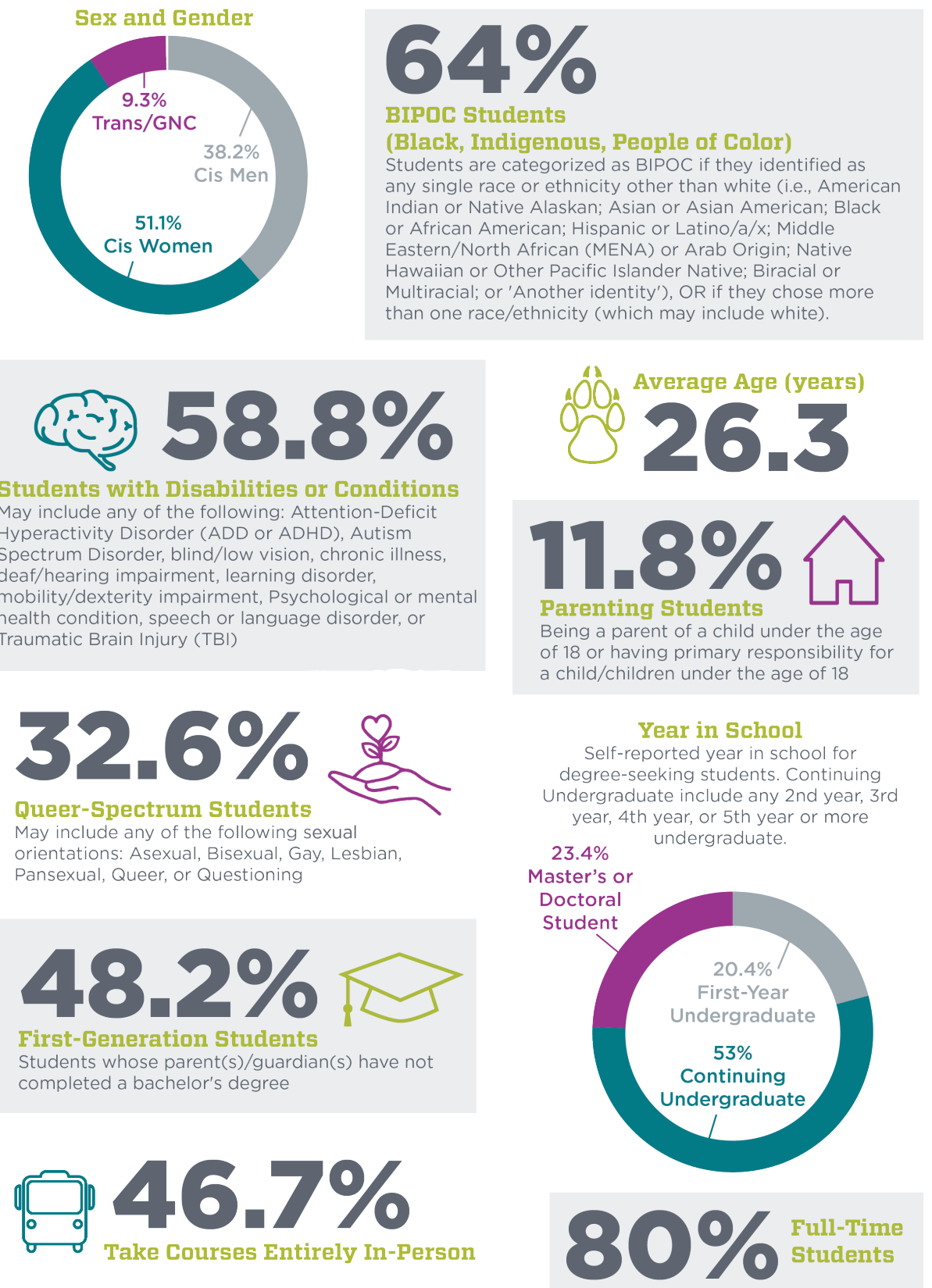
SCHOOLS/COLLEGES ASSOCIATED WITH UNM MAIN STUDENTS

- Anderson School of Management
- College of Arts & Sciences
- College of Education & Human Sciences
- College of Fine Arts
- College of University Libraries & Learning Sciences
- Graduate Studies
- Honors College
- School of Architecture and Planning
- School of Engineering
- University College



The ACHA Well-Being Assessment inquires about several aspects of students' personal characteristics, identities, and experiences. Figure 3 outlines select demographics of the 3,938 UNM Main students who participated in this survey. Compared to available data from OIA, the UNM Main student sample is representative of the larger UNM Main student population.

Figure 3. UNM Main Student Respondent Demographics Overview



UNM North Student Demographics

The University of New Mexico’s North Campus is located in Albuquerque, New Mexico and is the second largest of the three campus types. For the purposes of this study, UNM North Students refers to respondents who selected “North” as their primary UNM campus and includes both graduate, undergraduate, and non-degree seeking students.

Per the UNM Office of Institutional Analytics (OIA) Official Enrollment Report, the total North Campus Headcount for Fall 2024 was 23,228 students, excluding any concurrent student and students enrolled in an associate degree and including only students from the College of Nursing, the College of Pharmacy, College of Population Health, School of Law, and School of Medicine. Approximately 74% of UNM North’s Fall 2024 headcount was female, while 26% were male.

In terms of ethnicity, approximately 27% of UNM North students identify as White, while the remaining 70% of students identify as one or more of the following: American Indian, Asian, Black or African American, Hispanic, International, Native Hawaiian, or Two or More.

Additionally, 61% of UNM North students are undergraduate degree-seeking, while 38% are graduate degree-seeking students, including J.D., M.A., M.D., M.S., Ph.D., and PharmD students. Currently, OIA does not have official enrollment data on other demographics discussed in this study.

SCHOOLS/COLLEGES ASSOCIATED WITH UNM NORTH STUDENTS

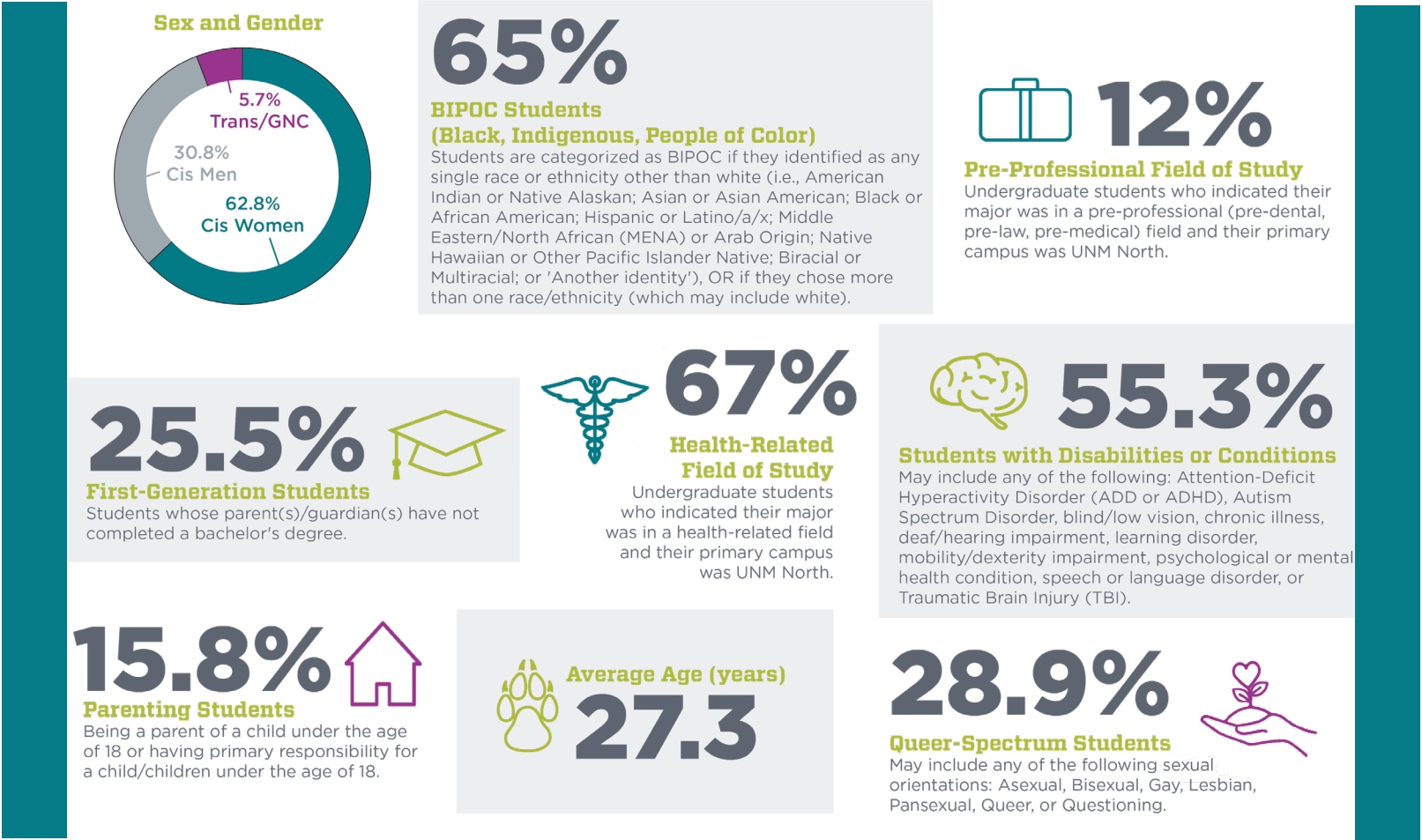
College of Nursing
College of Pharmacy
College of Population Health
School of Law
School of Medicine

One of the limitations of this study is the inability to disaggregate the dataset by students’ primary college or school. It cannot be determined whether or not a respondent’s primary campus was a Health Sciences-related school or college versus a School of Law student. In Fall 2024, there were 291 total law students enrolled at UNM, compared to the remaining 6,347 students enrolled in Health Sciences-related degrees. As noted in the Considerations section, further assessment is needed to better understand the well-being experiences of UNM North students.



Figure 4 outlines select demographics of the 349 UNM North students who participated in this survey. Compared to available data, the UNM North student sample is somewhat representative of the larger UNM North student population, but is not statistically significant. Given the smaller sample size, the UNM North dimension scores on pages 15-16 are less generalizable to the larger UNM North student population.

Figure 4. UNM North Student Respondent Demographics Overview



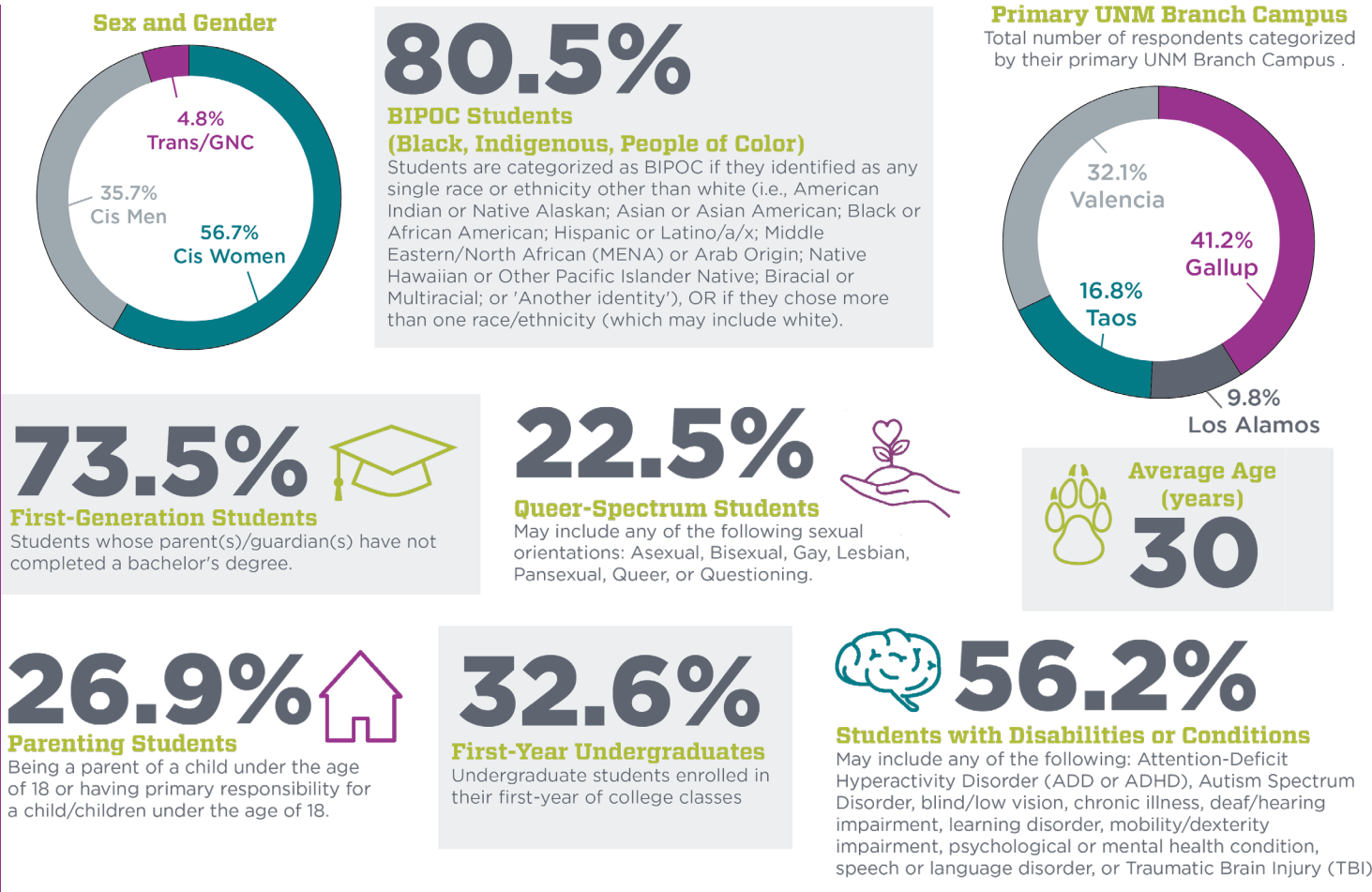
UNM Branch Student Demographics

The University of New Mexico’s four branch campus are located in Gallup, Los Alamos, Taos, and Los Lunas, New Mexico. They are the smallest of the three campus types included in this study. For the purposes of this study, UNM Branch Students refers to respondents who selected “Gallup,” “Los Alamos,” Taos,” or “Valencia” as their primary UNM campus and includes both undergraduate and non-degree seeking students. To generate a statistically significant sample and given the commonalities of branch campus students, the UNM student well-being research team analyzed the aggregate scores of branch students instead of individual campuses.



Figure 5 outlines select demographics of the 416 UNM Branch students who participated in this survey. Compared to available data from OIA, the UNM Branch student sample is representative of the larger UNM Branch student population.

Figure 5. UNM Branch Student Respondent Demographics Overview



UNM’S BRANCH CAMPUS LOCATIONS

- UNM-Gallup: Gallup, NM
- UNM-Los Alamos: Los Alamos, NM
- UNM-Taos: Taos, NM
- UNM-Valencia: Los Lunas, NM

Per the UNM OIA Enrollment Report, the total Branch Campus Unduplicated Headcount for Fall 2024 was 2,110 students, excluding any concurrent student. Approximately 65% of UNM Branch’s Fall 2024 headcount was female, while 35% were male.



In terms of ethnicity, approximately 20% of UNM Branch students identify as White, while the remaining 77% of students identify as one or more of the following: American Indian, Asian, Black or African American, Hispanic, International, Native Hawaiian, or Two or More.

Currently, OIA does not have official enrollment data on other demographics discussed in this study.

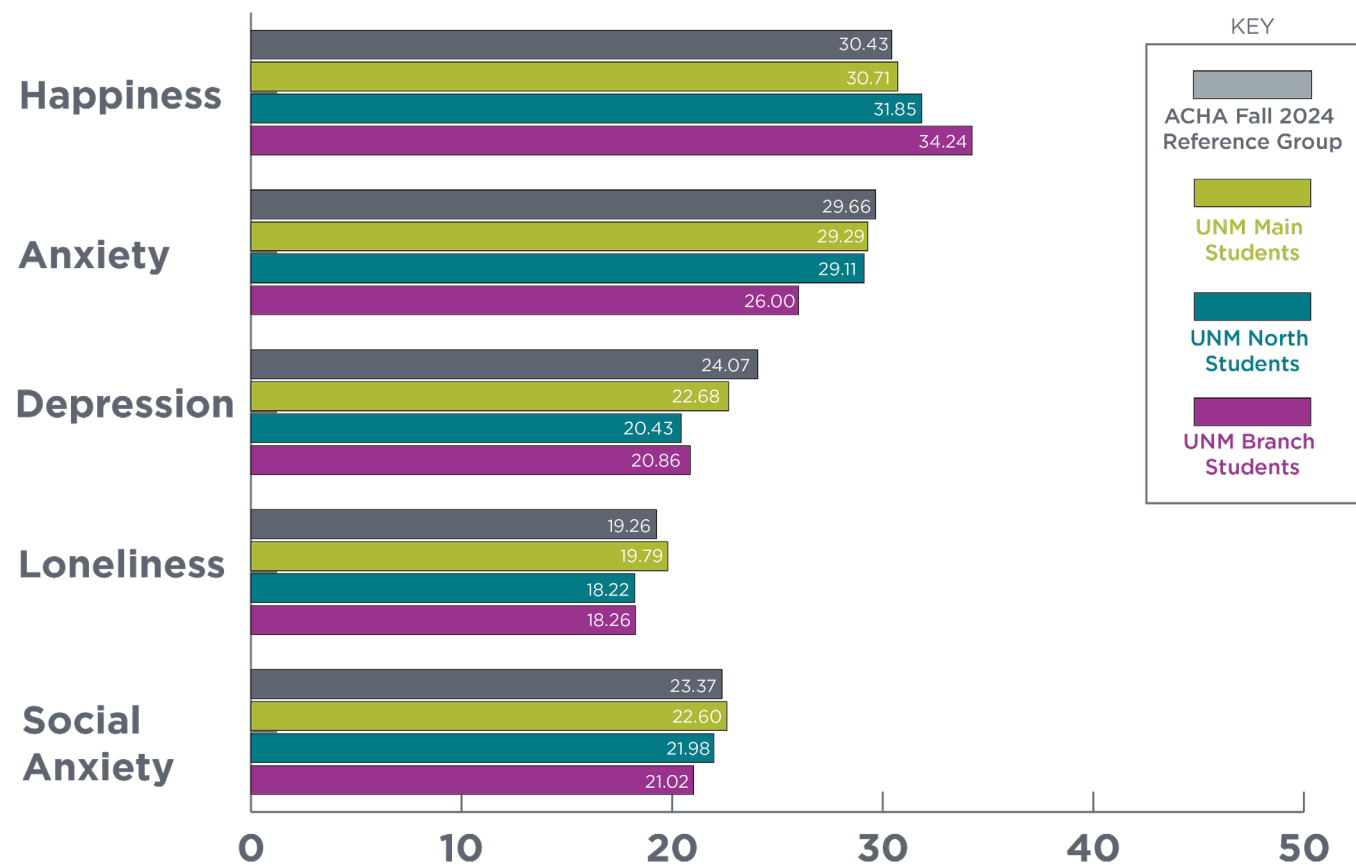


RESULTS & KEY FINDINGS

Dimension Scores for All UNM Students

Figure 6 shows the scores for the Mood Dimensions for All UNM students in comparison to the ACHA Fall 2024 Reference Group. The ACHA Well-Being Assessment scores the Mood Dimensions on a range from 10 to 50, unlike the additional scored dimensions, which range from 10 to 60. When interpreting Mood Dimension scores, note that higher scores in the Happiness dimension are desirable, whereas lower scores are desirable for the Anxiety, Depression, Loneliness, and Social Anxiety dimensions. See Appendix for all UNM student scores.

Figure 6. Mood Dimension Scores for All UNM Students



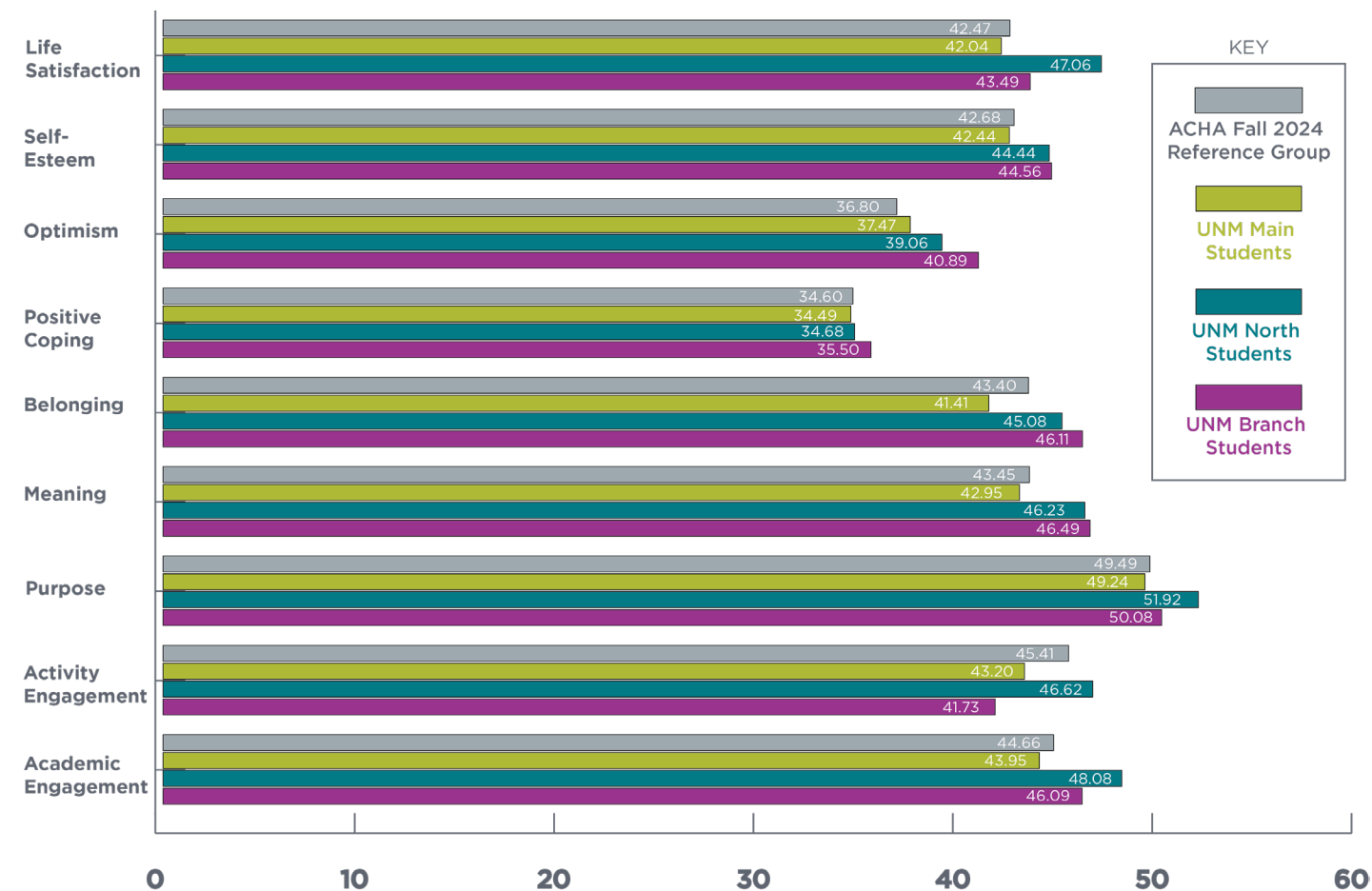
UNM Main Students scored within a 1.00 range of the ACHA Fall 2024 Reference Group across the Happiness, Anxiety, Loneliness, and Social Anxiety dimensions, but **had more desirable Depression (-1.39) scores** than the reference group.

UNM North Students scored within a 1.00 range of the ACHA Fall 2024 Reference Group in both Anxiety and Social Anxiety, but **had more desirable Happiness (+1.42), Depression (-3.64), and Loneliness (-1.04) scores** than the reference group.

UNM Branch Students had more desirable scores across all of the Mood Dimensions when compared to the ACHA Fall 2024 Reference Group, with the largest differences occurring in Happiness (+3.81), Anxiety (-3.66), and Depression (-3.21).

Among UNM students by campus, **UNM Branch Students have the most desirable Mood Dimension scores overall, most notably in Happiness and Anxiety.**

Figure 7. Well-Being Dimension Scores for All UNM Students



UNM Main Students scored within a 1.00 range of the ACHA Fall 2024 Reference Group across most well-being dimensions, but **had less desirable Belonging (-1.99) and Activity Engagement (-2.21) scores** than the reference group.

UNM North Students had more desirable scores across all well-being dimensions compared to the ACHA Fall 2024 Reference Group, with the **largest differences occurring in Life Satisfaction (+4.59), Academic Engagement (+3.42), and Meaning (+2.78) scores.**

UNM Branch Students also had more desirable scores across all but one of the dimensions when compared to the ACHA Fall 2024 Reference Group, with the largest differences occurring in Optimism (+4.09), Meaning (+3.04), and Belonging (+2.71). However, **UNM Branch Students had a less desirable Activity Engagement (-3.68) score.**

Among UNM students by campus, **UNM Branch Students have the most desirable Self-Esteem, Optimism, Positive Coping, Belonging, and Meaning scores**, while **UNM North Students have the most desirable Life Satisfaction, Purpose, Activity Engagement, and Academic Engagement Scores.**

Figure 7 shows the remaining well-being dimension scores for All UNM students in comparison to the ACHA Fall 2024 Reference Group. Higher scores are desirable across all of these dimensions. When comparing UNM's scores to the ACHA Fall 2024 Reference Group's scores, it is evident that UNM students experience similar levels of well-being compared to their non-UNM peers, with UNM North and UNM Branch students demonstrating slightly better scores than UNM Main.



Dimension Scores of UNM Student Sub-Populations

ACHA provided the UNM student well-being research team with dimension scores for select student sub-populations, including: cis women, cis men, transgender/gender non-conforming (Trans/GNC), BIPOC (Black, Indigenous, People of Color), parenting students, veterans, first-generation college students, varsity athletes, students with disabilities or conditions, queer-spectrum, and students with a visa (international students). Table 5 shows the statistically significant differences among Trans/GNC, Students with Disabilities or Conditions, and Queer-Spectrum student scores when compared to the scores for All UNM Main students.

While all three sub-groups scored within a +/- 1.00 range of the All UNM Main scores on Activity Engagement and Academic Engagement, there were significantly less desirable scores across the other 12 dimensions. Trans/GNC students experienced the largest differences in scores when compared to the All UNM Main student scores, with the largest gaps occurring in Depression, Optimism, and Meaning. This may indicate that Trans/GNC students at UNM Main are experiencing higher levels of depression than their UNM Main peers.

Students with disabilities or conditions, and queer-spectrum students also scored lower than All UNM Main students across the 12 dimensions shown in Table 5, but the differences indicate smaller, yet statistically significant gaps between groups.

Table 5. Differences Between All UNM Main Students and Trans/GNC, Students with Disabilities or Conditions, and Queer-Spectrum Students Scores

	All UNM Main Students Scores	UNM Main Trans/GNC Scores	UNM Main Students with Disabilities or Conditions Scores	UNM Main Queer-Spectrum Students
Happiness	30.71	26.30 (-4.41)	28.39 (-2.32)	27.88 (-2.83)
Anxiety	29.29	33.86 (+4.57)	32.01 (+2.72)	32.76 (+3.47)
Depression	22.68	28.00 (+5.32)	25.39 (+2.71)	26.18 (+3.50)
Loneliness	19.79	23.61 (+3.82)	21.77 (+1.98)	21.78 (+1.99)
Social Anxiety	22.60	27.71 (+5.11)	25.14 (+2.54)	26.35 (+3.75)
Life Satisfaction	42.04	37.97 (-4.07)	40.23 (-1.81)	39.93 (-2.11)
Self-Esteem	42.44	37.99 (-4.45)	40.29 (-2.15)	39.59 (-2.85)
Optimism	37.47	31.74 (-5.73)	35.05 (-2.42)	34.11 (-3.36)
Positive Coping	34.49	29.79 (-4.70)	31.73 (-2.76)	30.91 (-3.58)
Belonging	41.41	38.33 (-3.08)	39.75 (-1.66)	40.03 (-1.38)
Meaning	42.95	37.58 (-5.37)	41.05 (-1.90)	39.92 (-3.03)
Purpose	49.24	45.93 (-3.31)	48.43 (-0.81)	47.98 (-1.26)

Trans/GNC, students with disabilities or conditions, and queer-spectrum students at UNM North and UNM Branches also shared consistently lower scores when compared to scores for their entire sample, with the largest differences occurring among Trans/GNC students. This finding highlights a need for further assessment to better understand why these select UNM student sub-populations have reported less desirable well-being scores when compared to their UNM peers.

Deeper analysis of the other student sub-populations scores (cis women, cis men, BIPOC, veterans, first-generation college students, varsity athletes, and visa/international students) either indicated little variance of sub-population scores compared to UNM peers or insufficient sub-population sample size to indicate statistical significance of differences in scores.

Dimension Scores of Parenting Students

Although Trans/GNC, students with disabilities or conditions, and queer-spectrum students had less desirable scores compared to their UNM peers, one sub-population had consistently more desirable scores across all campus types. Parenting students, or those who have primary responsibility for a child under the age of 18, had some of the most desirable well-being scores when compared to their UNM peers. At UNM Main, parenting students had significantly more desirable scores on 13 of 14 dimensions, with the largest differences occurring in Meaning, Optimism, and Life Satisfaction as outlined in Table 6. This may indicate that parenting students experience more frequent occurrences of feeling that their



lives are meaningful, positive about the future, and are satisfied with the direction their life is going.

Parenting student scores at UNM North and UNM Branches are also more desirable when compared to their UNM peers, however the gaps between scores are not as large as those between UNM Main students.

Table 6. Differences Between All UNM Main Students and Parenting Students Scores

	All UNM Main Students Scores	UNM Main Parenting Students
Happiness	30.71	34.35 (+3.64)
Anxiety	29.29	25.27 (-4.02)
Depression	22.68	19.38 (-3.30)
Loneliness	19.79	17.36 (-2.43)
Social Anxiety	22.60	19.44 (-3.16)
Life Satisfaction	42.04	46.70 (+4.66)
Self-Esteem	42.44	46.31 (+3.87)
Optimism	37.47	42.33 (+4.86)
Positive Coping	34.49	38.17 (+3.68)
Belonging	41.41	42.44 (+1.03)
Meaning	42.95	48.89 (+5.94)
Purpose	49.24	51.49 (+2.25)

Mental Health and Access to Care Among UNM Students

Across the dimensions that were not scored, a substantial portion of UNM students reported having a Psychological or Mental Health Condition (e.g., anxiety, depression, etc.) and/or Attention-Deficit/Hyperactivity Disorder (ADD or ADHD) as shown in Table 7 below.

It is concerning that approximately 20-40% of UNM students experience challenges accessing mental health care, which may be crucial to student retention and success in college. Students who indicated having these conditions are considered members of the students with disabilities or conditions sub-population. Given that students with disabilities or conditions had less desirable dimension scores compared to their UNM peers, challenges accessing mental health care may be a contributing factor to the well-being experiences of this student sub-population. Further assessment on UNM student awareness of and experiences accessing mental health resources should be conducted.



38.2% of UNM Branch students cannot currently afford to obtain mental health care if needed.



UNM Student Concerns about Educational Expenses & Basic Needs Security



There were statistically significant findings in this report indicating that UNM Main and UNM Branch students experience challenges in meeting their basic needs, which may contribute to challenges in maintaining financial well-being. Although Basic Needs Security and Financial Resources dimension responses were not scored, responses highlight UNM student concerns about finances, not having enough money for food, skipping meals, eating less because of money, and going hungry because of money. At the time of the survey, **25.7% of UNM Branch students reported going hungry** within the last 30 days because there wasn't enough money for food.

Overall, 35% of UNM Main students, **35.8% of UNM North students**, and 33.7% of UNM Branch students, **worried often or very often about being able to pay for educational expenses** during the current academic year. **24.7% of UNM Branch students** also **contributed money to help support family members** who were not their own domestic partner or children, which may add to their financial concerns.

Additionally, all students were asked about their intent to leave school during the current academic year with or without transferring. Of the 12.6% of UNM Main students who were very, moderately, or slightly likely to leave their school,

- **59.6%** would leave due to **financial concerns other than housing**.
- **50.9%** would leave due to **ongoing physical and/or mental health issues**.
- **48.8%** would leave due to **a change in academic plans and/or professional goals** (e.g., institution doesn't have the academic program I want; I may not want my chosen degree anymore).

This may indicate that a need for continued attention to UNM Main students' basic needs and college affordability, along with comprehensive approaches to addressing aspects of students' financial, physical, mental, and professional well-being.

Table 7. Mental Health & Challenges to Accessing Care Among UNM Students

	Have Psychological or Mental Health Condition	Have Attention-Deficit/Hyperactivity Disorder (ADD or ADHD)	Do Not Know Where to Obtain Mental Health Care if Needed	Cannot Currently Afford to Obtain Mental Health Care if Needed
UNM Main	42.1%	24.9%	21.9%	32%
UNM North	40.1%	24.2%	13%	21.3%
UNM Branch	32%	22.3%	26.5%	38.2%





Data from this survey offer a starting point for understanding how students experience well-being across UNM Main, UNM North, and UNM Branch campuses. When considering future assessments of student well-being, the UNM student well-being research team note the following considerations to strengthen a comprehensive approach to assessing student well-being.

Intersectionality of Student Identities

Students are not one-dimensional; they hold multiple, intersecting identities—such as being both BIPOC and first-generation, or queer and a parenting students. These intersecting identities shape their experiences and influence their well-being. In this study, we do not examine well-being differences arising from such intersectionalities.

Assessing Graduate Student Well-Being

The ACHA Well-Being Assessment is designed for traditional-aged college students (ages 18-24). However, the UNM student well-being research team felt it was important to administer the tool to all university students. Approximately 28% of all survey respondents were graduate students. Future assessments of student well-being should take into account the varying needs of traditional-aged undergraduate students versus those of graduate students.

Online Students

While the ACHA Well-Being Assessment does ask whether students are taking classes entirely in-person, entirely online, or a mix of in-person and online classes, there are many facets of who is considered to be an online student that can complicate understandings of online student well-being. Future assessments may consider how UNM defines an online student across UNM Main, UNM North, and UNM Branch campuses to ensure respondents are representative of this unique student population.

UNM North - Health Sciences vs. Law

As mentioned earlier in the report, it cannot be determined whether or not a respondents' primary campus was a Health Sciences-related school or college versus a School of Law student. This limitation, along with the UNM North sample size indicate a need for further assessment to better understand the well-being needs of UNM North students. Future assessments should incorporate items that allow for the disaggregation of students by their school or college along with their primary campus.

2024 ACHA Reference Group Composition

The Fall 2024 ACHA Reference Group data set consisted of 8,498 students at 10 schools. UNM students comprised approximately 55% of the total reference group, complicating comparisons of UNM student well-being scores to non-UNM peers at other institutions.



Further Assessment of the Well-Being of Transgender/Gender Non-Conforming, Students with Disabilities or Conditions, and Queer-Spectrum Students



Further assessment that gathers qualitative data on the well-being experiences of Trans/GNC, students with disabilities or conditions, and queer-spectrum student populations is needed. The findings indicated significantly less desirable scores for these student populations, however, there is no clear indication as to why or what possible interventions may be needed. Focus groups or interviews could be conducted in partnership with UNM's LGBTQ Resource Center, Division for Change and Empowerment, and Accessibility Resource Center to learn more about the needs of these student populations.

Increasing Awareness of Mental Health Conditions and How To Access Care

Findings from this report indicate a significant portion of UNM's students have mental health conditions, but experience challenges accessing care. Further assessment is needed to better understand how students perceive their mental health conditions, if they are formally diagnosed, and/or what perceived barriers to accessing care exist among students. Qualitative data collection may inform solutions.



Continued Attention to Student Basic Needs Security & College Affordability

Although data indicate students experience challenges with basic needs security and financial resources, more assessment is needed to understand the intersection of financial well-being and students' basic needs security across UNM's Main, North, and Branch campus contexts. Strengthened collaborations or new interventions may be possible through a comprehensive multi-campus approach to assessing students' financial well-being.



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To view a copy of the ACHA Well-Being Assessment Survey, visit <https://www.acha.org/resources-programs/data-solutions-assessments/well-being-assessment/>

For questions related to this report, please contact the Dean of Students Office at doso@unm.edu.



Dimension Scores for ACHA Fall 2024 Reference Group and All UNM Main, UNM North, and UNM Branch Campus Students

Dimension	ACHA Fall 2024 Reference Group	All Main Campus Score	All North Campus Score	All Branch Campus Score
Happiness	30.43	30.71	31.85	34.24
Anxiety	29.66	29.29	29.11	26.00
Depression	24.07	22.68	20.43	20.86
Loneliness	19.26	19.79	18.22	18.26
Social Anxiety	22.37	22.60	21.98	21.02
Life Satisfaction	42.47	42.04	47.06	43.49
Self-Esteem	42.68	42.44	44.44	44.56
Optimism	36.80	37.47	39.06	40.89
Positive Coping	34.60	34.49	34.68	35.50
Belonging	43.40	41.41	45.08	46.11
Meaning	43.45	42.95	46.23	46.49
Purpose	49.49	49.24	51.92	50.08
Activity Engagement	45.41	43.20	46.62	41.73
Academic Engagement	44.66	43.95	48.08	46.09





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