Student Wellbeing Monitor

General Report on first assessment wave (Dec 2020 - Jan 2021)

The EUR Student Wellbeing Team

Erasmus University Rotterdam

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Executive Summary

The EUR Student Wellbeing Monitor survey was launched in December 2020 to capture a "snapshot" of students' general health, wellbeing and academic success, and to monitor how the situation evolves over time, during and after the COVID-19 pandemic. The results are critical and worrisome, with a large proportion of students dealing with symptoms of poor mental health and low levels of wellbeing.
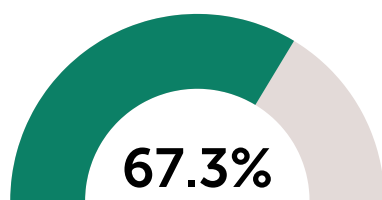
67.3%
Students with higher than normal stress

70.9%
Students with clinically significant anxiety symptoms
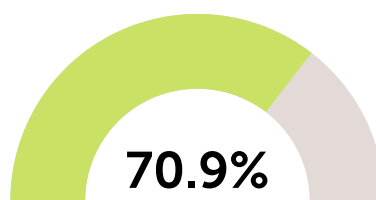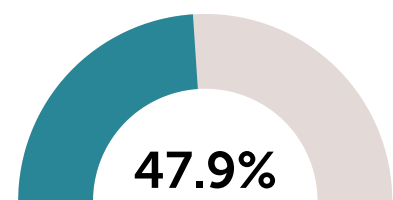
47.9%
Students with moderate to severe depression

- During the pandemic, students are experiencing diminishing motivation, poor working environments, techno-stress and difficulty concentrating.
- Students are feeling a big lack of social interactions, and are looking forward to returning to campus
- From the university, students expect more available study spaces on campus, better course organisation for online formats, and more empathy from their teachers.
- 51.06% of surveyed students have below average mental wellbeing.
- 67.3% of surveyed students have higher stress levels than normal. The majority of stress comes from studying.
- 19.46% of surveyed students are experiencing possible burnout
- 70.9% of surveyed students have clinically significant anxiety symptoms.
- 68.5% of surveyed students are experiencing at least mild depression symptoms, with 33.71% feeling moderately depressed, and 14.16% severely depressed.
- 47.09% of surveyed students are severely lonely, while 38.34% are moderately lonely.
- Heavy drinking behaviour is present for 9.60% of surveyed students, and 5.81% are daily cigarette smokers.
- 65.1% of surveyed students are averagely or above averagely satisfied with life.

All groups are not faring equally

- Females have significantly lower mental wellbeing and self-esteem, and higher stress, burnout, perfectionism, anxiety, and depression scores. However, males score significantly lower on satisfaction with life.

- International students have significantly lower mental wellbeing, self-esteem, and satisfaction with life; and higher stress, burnout, perfectionism, anxiety, and depression scores. However, national students score significantly higher on loneliness.

- Bachelor students have lower satisfaction with life, self-esteem, and higher stress, and depression scores compared to Master students. However, Master students score significantly higher on loneliness.

- Between faculties, it appears that ESHCC, ESSB and EUC students are doing worse on mental wellbeing and stress, while EMC students have the highest mental wellbeing and life satisfaction than other faculties

Introduction

It is a truth universally acknowledged that the transition from adolescence to early adulthood is challenging. For students in higher education, it is a time characterised by change; from increasing academic demands and new ways of studying (Arnett, 2016), to the double-edged sword of independence giving rise to the number of day-to-day responsibilities, and the turmoil of forging new social relationships and a sense of identity, all whilst trying to stabilise their footing in the world of future careers and financial security . Research additionally shows that the neurological changes occurring in this period can mark the onset of numerous mental health issues (Mills et al., 2016), highlighting the critical nature of this period in the developmental cycle of a person's life. As if this weren't enough, students of today are living through a global pandemic. COVID-19 has had important ramifications on their university experience, with a move to online education, increasing screen-time, restrictions on social life, and prospects for the future that are tinged with uncertainty.

The EUR Student Wellbeing Monitor

In 2019, the new EUR strategy included students' wellbeing and needs at the forefront of its objectives, launching a EUR-wide program focused on improving student wellbeing and mental health, supporting student success, and strengthening the chain of care and support embedded within EUR. Within this program, the EUR Student Wellbeing Monitor was launched in collaboration with the national DRIEMS Student Monitor (led by RIVM, GGD GHOR Nederland and Trimbos Institute) to capture a "snapshot" of students' general health, wellbeing and academic success, and to monitor how the situation evolves over time, during and after the COVID-19 pandemic. The information gathered will be key to informing university and faculty policies, student support services, and student-oriented initiatives and interventions within the EUR Student Wellbeing Program.

The EUR Student Wellbeing Monitor asks about students' living conditions, general wellbeing, mood, lifestyle behaviours, experiences with EUR services, and studying during the COVID-19 pandemic, amongst other things. In order to provide both a cross-sectional and longitudinal insight into the students' journey across university, the survey is to be repeated at the start of every academic year (September-October), allowing us to follow students from their first year and over the course of their bachelor or master studies.

Method

The survey ran for 8 weeks, from the 8th of December 2020 to the 1st of February 2021. This extended period was due to the winter holidays and the extended lockdown in the Netherlands. All bachelor and master students at EUR (n=35000) were invited to take part in the survey. The students were sent invitations via email at three time-points. A first email was sent out on the 8th of December 2020, a reminder was sent out on the 4th of January 2021, and a final reminder was sent out on the 21st of January 2021. In addition, the survey was advertised through EUR channels, including announcements on myeur.nl, the Are you Ok out there? Wellbeing platform on eur.nl and myeur.nl, the Unilife app (which has approximately 8000 EUR student users), the EUR living room, and on the EUR's Facebook and Instagram social media accounts. As compensation for completing the survey, students could enter a lottery to win a selection of prizes.

Measures	Source
Studying during COVID-19	Pulse study SODA & EUR Student Wellbeing team
Support Services (CSQ-8, VAS)	Attkisson & Zwick (1982)
Mental Wellbeing (WEMWBS)*	Tennant et al. (2007)
Life satisfaction (SWLS)*	Diener et al. (1985)
Perceived Stress (PSS-4)*	Cohen, Kamarck, & Mermelstein (1983)
Reasons for stress	National Monitor
Burnout (MBI-SS)*	Maslach et al. (1986)
Perfectionism (FMPS-Brief)*	Burgess, Frost, & DiBartolo (2016)
Anxiety (STAI-S)*	Spielberger (1989)
Depression (BDI)*	Reynolds & Gould (1981)
Self-esteem (SERS-short form)*	Lecomte, Corbière, & Laisné (2006)
Loneliness (GLS)*	Gierveld & Tilburg (2006)
Alcohol use (AUDIT)*	Saunders et al. (1993)
Cigarettes & other drugs	National Monitor
Diversity & Inclusion	EUR Diversity & Inclusion department

*A summary of descriptive statistics for the validated scales can be found in the Appendix.

Results

The Sample

In total, approximately 10% of the EUR student population responded to the EUR Student Wellbeing Monitor (N=3769). The average age was 22.17 (Standard Deviation, SD= 4.21), with a majority of females (67.29%, n=2536) compared to males (32.16%, n=1212) and other genders (0.56%, n=21). Respondents were predominantly national students (70.67%, n=2701), with far fewer internationals (29.33%, n=1121) and most were studying at a bachelor level (66.27%, n=2533).

Our data confirm that our student population is diverse in different ways[1]. We asked what students consider as their cultural or ethnic background, and 55.64% of respondents indicated they identify as Dutch. There were a striking number of 796 different responses. Within the group of students who reported to be born in the Netherlands (65.59%), 20.22% indicated to have a migration background (i.e., one or both parents were born abroad). Futhermore, 44.39% students indicated to be first generation students (i.e., neither parent has a university degree).

Within the sample of surveyed students, 73.44% answered questions about having a functional impairment. Of this group, 9.97% have indicated that they have a functional impairment. For the majority of them (92.39%), this impairment was permanent, whereas for 6.88% their impairment was temporary. Two respondents within this group declined to answer. More than half of this group (57.97%) used support from the university, whereas 42.03% did not.

In terms of sexual orientation, we see that 80.94% of the respondents who filled in the question about sexual orientation identify as heterosexual. Of the remaining 19.06% we see a variety of orientations, with 6.26% identifying as bisexual, 3.51% as homosexual. Other orientations (pansexual, asexual, queer, questioning, bicurious, polyamourous, no labels) together amounted to 3.40% of the respondents. Furthermore, 4.20% of the respondents indicated to have more than one sexual orientation. A small group of 1.45% preferred not to share their sexual orientation.

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1 Because of the diversity of our sample, we have decided to perform additional analyses to examine experiences of different groups within the university. We will describe our findings in a separate report that will be issued in June, for which the Diversity & Inclusion office will take the lead.
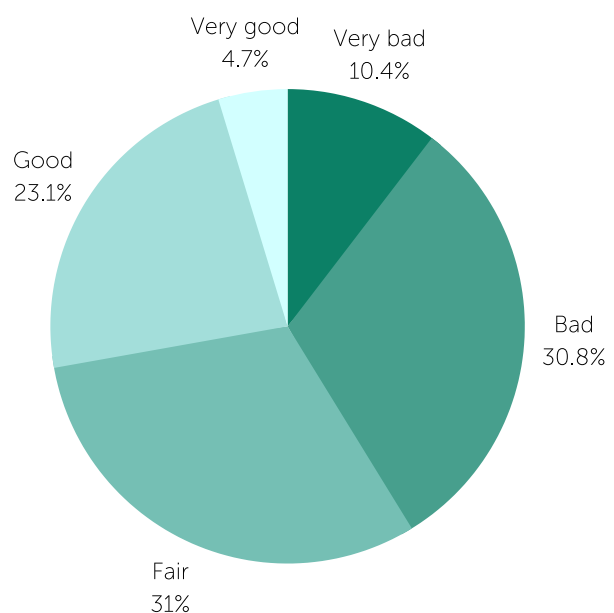
Studying during COVID-19

At the time of the study, most respondents lived in student housing (40.23%). However, a fair amount of students are living with their parents (35.21%), while approximately a tenth live with their partner (10.57%) or alone (9.40%). National students are more likely to be living with their parents (40.62%) than in student housing, compared to international students (10.21%).

Working from home

When asked about their working situation, the majority of students described working or studying from home with a partner or a roommate/roommates (57.55%), or alone (37.23%). A minority of students, however, work or study in less favourable environments, such as with children at home (2.77%) or with care duties for other persons in need of care (2.45%). For the most part, studying at home during the crisis has been working out fair or well for the respondents (58,78%), with less than half of the students stating it was bad (30.82%) and very bad (10.40%). This is along the same lines as earlier during the pandemic, when 40% of students indicated that studying at home was not going well (EUR Pulse study, 2020).

However, there are still things that make studying from home difficult for the majority of students (75.63%). The most prominent include distractions from their environment, diminishing motivation and monotony, and difficulty to concentrate, sub-par facilities (such as lack of space or slow internet), techno-stress from being behind a screen and in zoom calls all day, and blurring lines between study
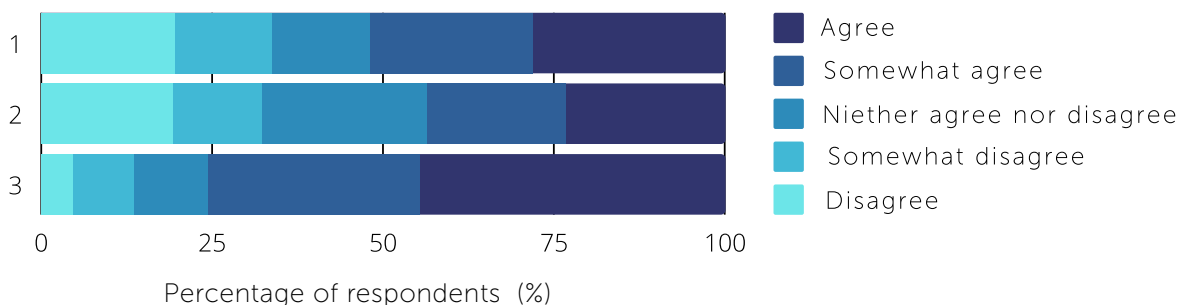

How is studying at home during the covid-19 crisis working out for you at the moment?

Very good 4.7%
Very bad 10.4%
Good 23.1%
Bad 30.8%
Fair 31%

and private life. Additionally, the lack of social interaction was mentioned very often, compared to the earlier Pulse study.

Are there things that make studying from home difficult for you?

The surveyed students were divided on the impact of the pandemic on their study progress. About half of the respondents were afraid of being delayed as a result of the situation (52%), while the rest either disagreed (33,72%) with this sentiment, or were neutral (14.29%). Many students agreed that they got lower marks in their exams (43.6%), while a third disagreed (32.27%). Notwithstanding, their opinions converged when asked about the impact of COVID-19 on social contact, with a large margin of students agreeing that they hardly have any contact with their fellow students (75.71%).


1. *I am afraid of being delayed due to the COVID-19 situation*
2. *I get lower marks for my exams due to the covid situation*
3. *I hardly have any contact with my fellow students*

What do students think about EUR coordination during the pandemic?

While most respondents didn't think that there is anything that EUR could do as an organisation to help with this situation (58.62%), many suggestions (n=1360) were received. First and foremost, students expressed a need for more study spaces on campus, and are eager for off-line classes or activities to resume- spending all day behind a screen is taking its toll. They are in need of more interaction opportunities with both their peers and teachers. From the latter, they expect more empathy and less workload pressure in these times. Some students expressed that they feel that more is expected from them now that they are stuck at home. Many remarks were made about the organisation of courses and format of assessments, stating that communication around these needed to be improved, and their structures revised with this online education context in mind.

Is there something we can do as an organization to help you?

Students were asked about their preferences when it comes to online and offline learning. A large majority of students (74.03%) agreed or somewhat agreed that they prefer to attend physical tutorials or work groups if these are offered instead of online ones. The consensus is slightly less clear when it comes to physical lectures versus online lectures, with 57.6% of students agreeing or somewhat agreeing that they would prefer physical lectures than online lectures. Combinations of physical and online education are somewhat popular amongst students, with 61.3% of respondents agreeing or somewhat agreeing that they would prefer this.

1. *If physical tutorials/work groups are offered, I prefer to go there
than attending online tutorials/work groups*
2. *If physical lectures are offered, I prefer to go there than attending online lectures*
3. *I prefer having a combination of online and physical education*

COV-munication

On the whole, respondents were satisfied with the university's general communication about the COVID-19 crisis, with a mean rating of 6.98 on a scale from 1 (very unsatisfied) to 10 (very satisfied), and the majority of students giving a rating of 7 or higher (69,37%). The main sources of COVID-19 information were the executive board (45.05%) and department (36.53%) newsletters, followed by word-of-mouth from co-workers or fellow students (32.57%) , and myeur.nl (31.50%). To a much lesser extent, students got informed through their supervisors (3.14%) and the Are you Ok out there? platform (2.35%). To help them navigate the crisis, students expect resources that they can contact depending on their specific questions (46.55%), more guidance from their lecturers (44.77%), weekly updates (44.51%), and tips to help them study from home (43.28%), while very few expected a daily update (1.75%). Students also left other comments (8.63%), emphasising the wish for two-way communication; they want their voices to be heard more often by their professors, and several mention how satisfied they were when this need was met. Students also expressed a preference for communication on COVID-19 matters monthly, or at the announcement of new restrictions and regulations.

What do you expect, as a student at Erasmus University Rotterdam during the corona crisis?

Stress

It comes as no surprise that students are stressed. In fact, 67.3% of our respondents experience higher than normal stress levels (mean score higher than cut-off score of 6.7 on the Perceived Stress Scale for the student population, Wartigg et a., 2013), with 45.4% and 18.42% stating that they experienced stress a lot or almost all the time respectively, in the last 4 weeks. Perceived stress differs significantly between demographic groups, with females students and international students perceiving much more stress than their male and national counterparts, while bachelor students perceive slightly more stress than master students. When looking at mean perceived stress scores per faculty, it is striking that all of them show on average higher than normal stress levels (cut-off = 6.7), with some slight difference among them.
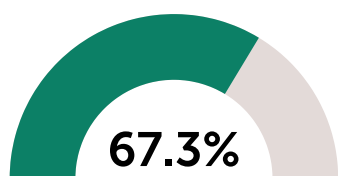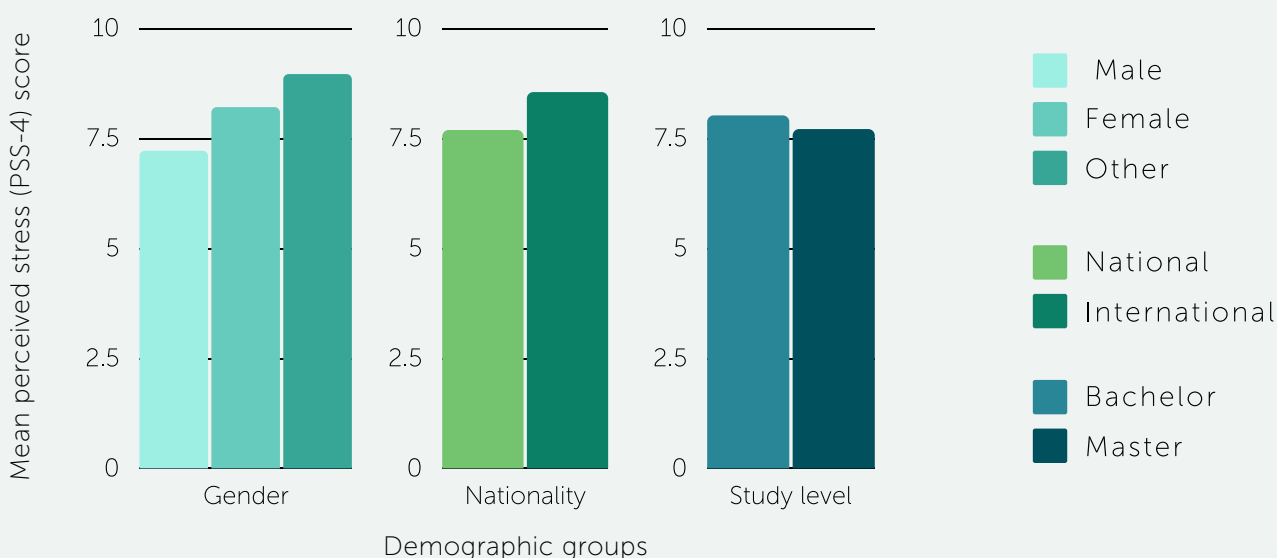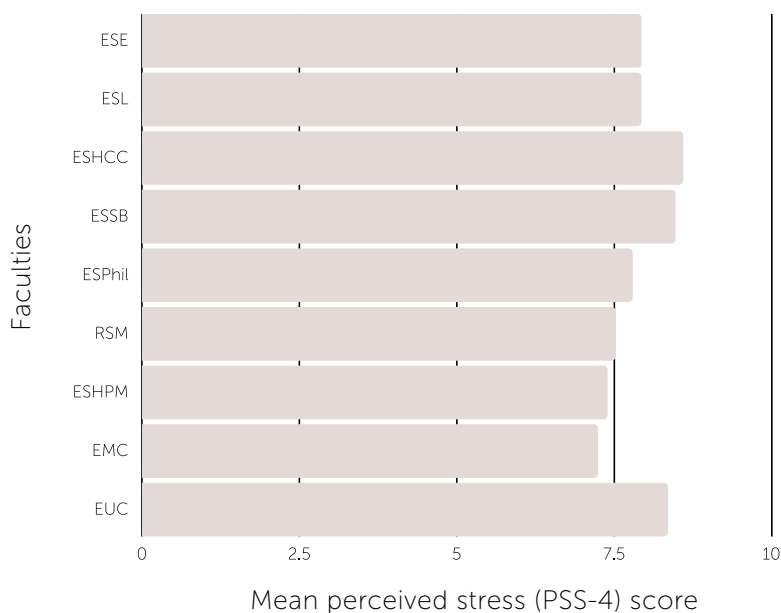
Reasons for stress

According to students, the biggest source of stress is their study (with a mean rating of 3.77 out of 5, where a 1 represents almost none or none at all, and 5 represents almost all the time), with 67.45% of students rating their study to be resulting in stress a lot or almost all the time.

In second, third, and fourth place are personal problems (such as divorce, health of parents, family and friends, mean rating of 2.95), day-to-day obligations (mean rating of 2.82), and their financial future (mean rating of 2.73).

How much stress have you experienced in the last four weeks due to...

Labels (top to bottom):
- Your study
- Your job
- Personal problems (such as your health, relationships)
- What other people think of you
- Social media (having to post, comparing yourself to other people, fear of missing out)
- Day-to-day obligations
- Your current living arrangements (where, with whom or how you live)
- Your current financial situation
- Your financial future
- Other people's problems (such as divorce, health of parents, family, friends)

Legend: Almost none or none at all — Little — Some — A lot — Almost all the time

Mental Health

Mental Wellbeing

These are distressing times for students, and this is reflected in the state of their mental health. When looking at overall mental wellbeing, we see that the surveyed students are, on average, tinkering at the threshold of average mental wellbeing, with 43.94% of respondents falling in the average mental wellbeing category (mean score between 45 and 60). The whole picture, however, shows that only 5% of respondents show a high level of mental wellbeing (mean score above 60) and 51.06% show signs of more or less severe depression symptoms (mean score below 45). All demographic groups are not equal when it comes to mental wellbeing; females have significantly lower wellbeing scores than males, while internationals have significantly lower wellbeing scores than nationals.

Anxiety

70.9%
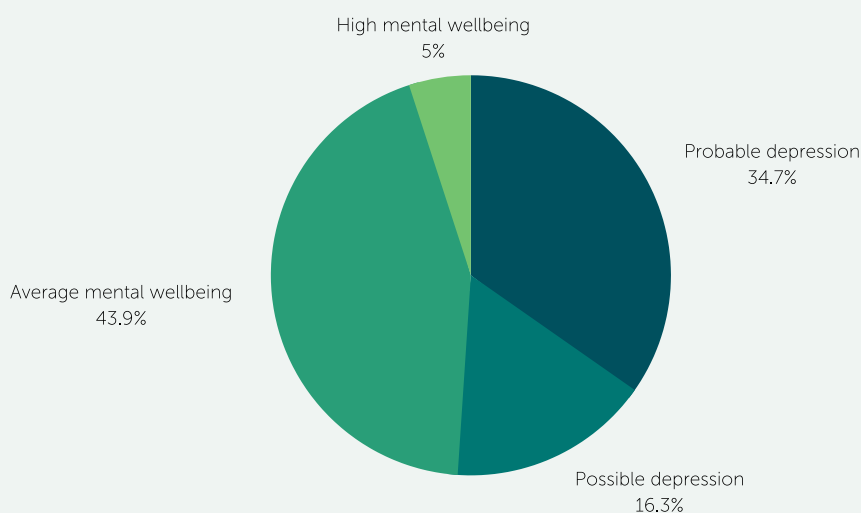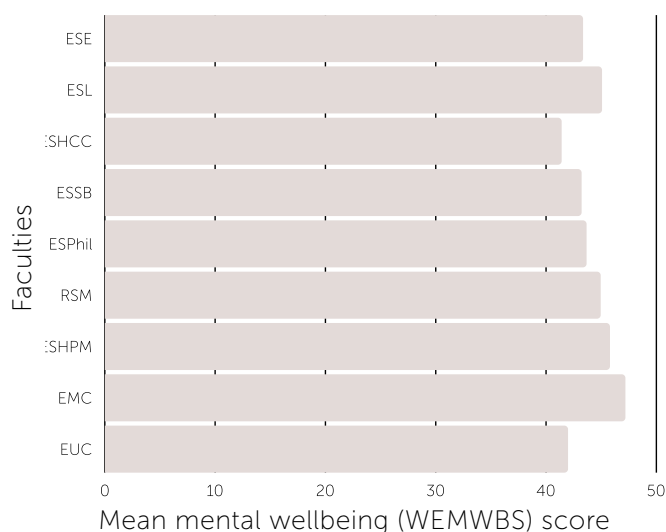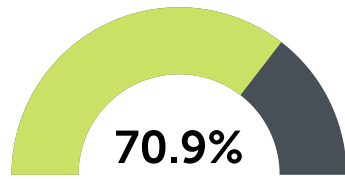
Students with clinically
significant anxiety scores

83.4%

Males with higher anxiety
symptoms than average

86.6%
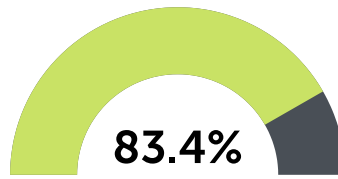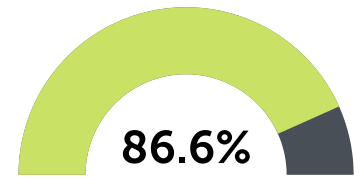
Females with higher anxiety
symptoms than average

The results reveal that anxiety is rampant amongst the students. A total of 70.9% of the surveyed students are experiencing clinically significant anxiety symptoms (mean score above 39). Out of male respondents, 83.42% have higher anxiety scores than the male Dutch student average, while 86.63% of female respondents have higher scores than the female Dutch student average. Significant differences are present between demographic groups, with females experiencing higher anxiety than males (in line with the literature), and international students experiencing more anxiety than national students.

Mean State Anxiety (STAI-S) score

Demographic groups

Male
Female
Other

National
International

Bachelor
Master
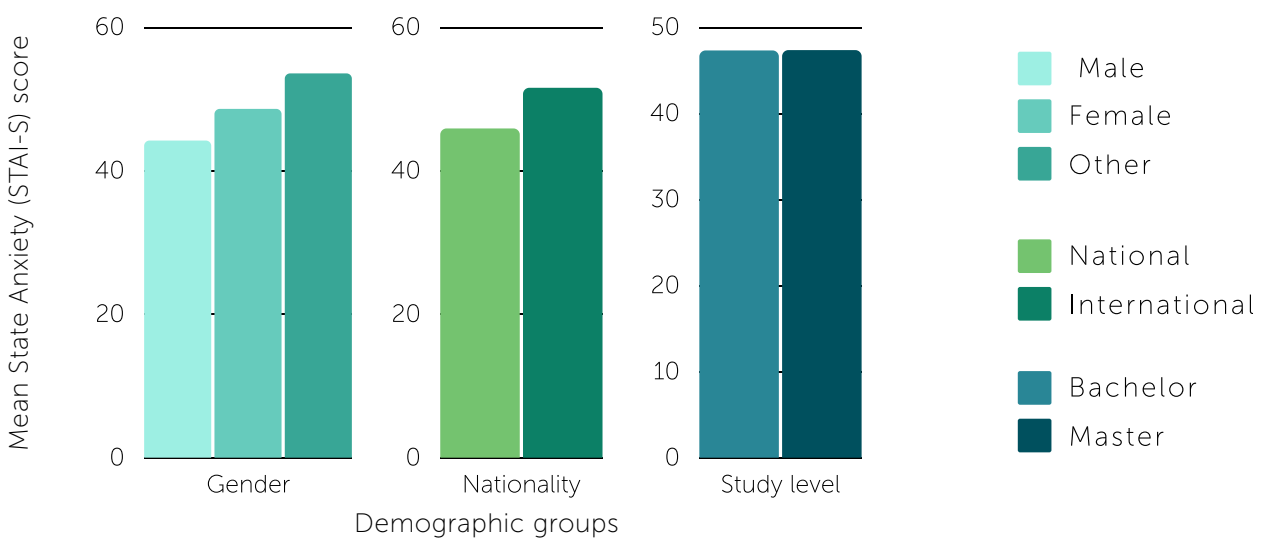
Depression

When it comes to depression, the results are also worrisome. The majority of respondents are experiencing   at least mild depression symptoms, with 20.63% showing mild depression, 33.71% moderate depression, and 14.16% with severe depression symptoms. Here too, there were significant differences between demographic groups, with females being on average more depressed than males (in line with the literature), international students more depressed than national students, and finally bachelor students more depressed than master students.
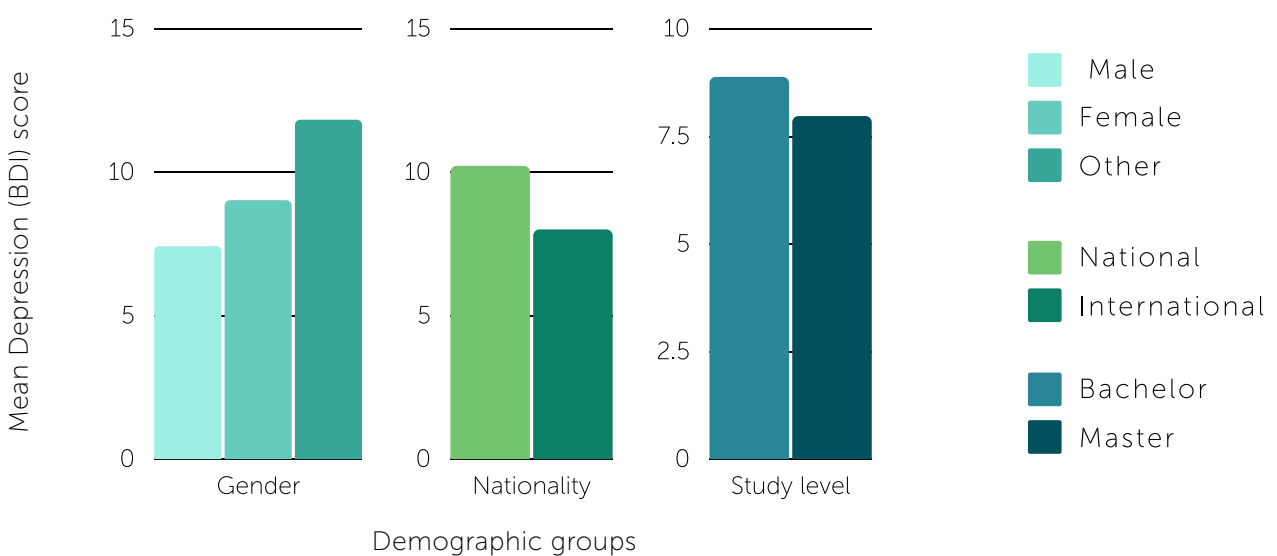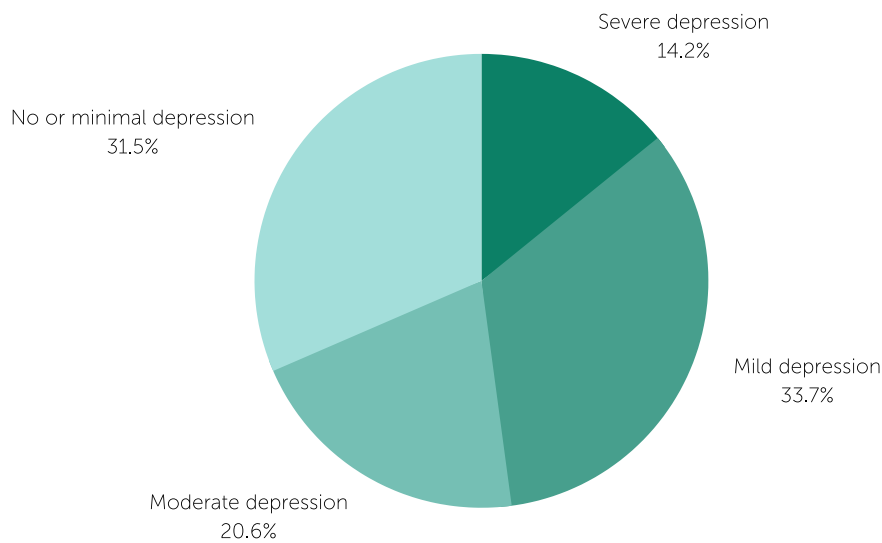
Burnout

Burnout symptoms amongst students include three main elements; being emotionally exhausted, having a cynical outlook, and low academic efficacy. 19.46% of our respondents are experiencing a possible burnout, with high scores on emotional exhaustion (27.37%) and cynicism (27.88%), or emotional exhaustion and academic inefficacy (28.93%). Meanwhile, 2.75% of the respondents are experiencing clinical levels of burnout symptoms, characterised by very high scores on emotional exhaustion (5.53%) and cynicism (6.76%), or emotional exhaustion and academic inefficacy (5.70%). When looking at demographic groups, there is a difference between males and females, and internationals and nationals, with significantly higher emotional exhaustion scores amongst females and internationals, and slightly significantly higher cynicism scores amongst internationals.

19.5%

Students experiencing possible burnout
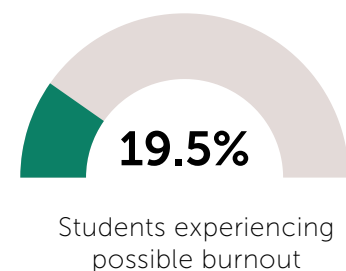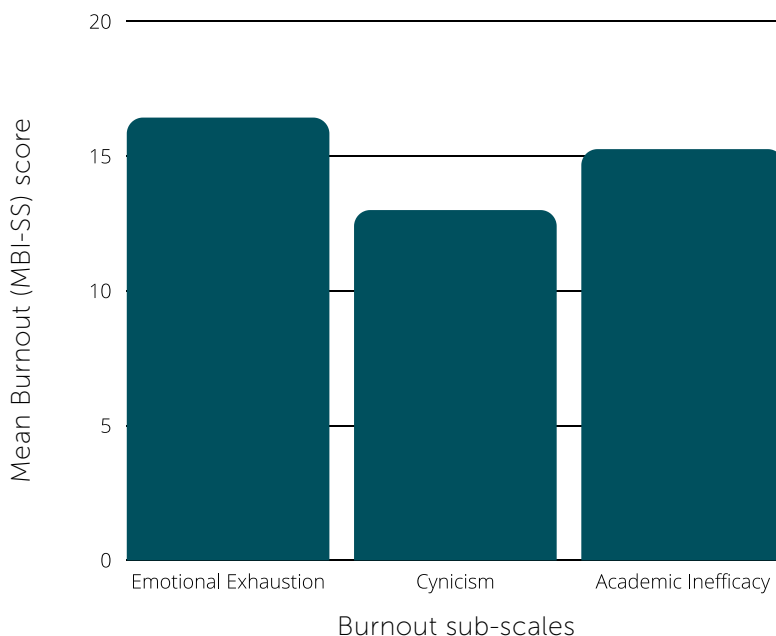
Perfectionism

EUR students appear to be highly perfectionist, high achievers. Surveyed students are, on average, more worried about a negative performance evaluation (mean score of evaluative concerns subscale of 11 out of a max score of 20) than other student and community samples, but still below the average norm score for clinical samples (Burgess, Frost, & DiBartolo, 2016). They also seem to have a very high goal setting and striving for achievement (mean score of 13.93 out of a max score of 20), compared to other student and community samples, approaching the average norm score for clinical samples (Burgess, Frost, & DiBartolo, 2016). Once again, there are differences between demographic groups, with females being significantly more perfectionistic than males with regard to evaluative concerns and striving for achievement, while internationals are only slightly significantly more perfectionistic when it comes to striving for achievement.

Self-esteem

Self-esteem issues are prevalent amongst young adults. In our sample of students, 43.84% have an above average positive self-esteem, while 52% have a higher than average negative self-esteem. Significant differences are present between demographic groups, where females have lower total self-esteem than males on average (in line with the literature), internationals have much lower self-esteem than nationals, and bachelor students have a slightly lower self-esteem than master students.

Loneliness

With the social distancing measures in place due to COVID-19, it comes as no surprise that loneliness is prevalent amongst students. The results demonstrate that nearly half of the surveyed students are severely lonely (47.09%), while 38.34% are moderately lonely and only 14.56% are not lonely. Surprisingly, there are significant differences between national students and international students, with national students being much lonelier than internationals, possibly associated with the larger proportion of national students living with their parents, hence likely having fewer possibilities for social contact with their peers compared to international students who are mostly living in student housing. Master students are also significantly more lonely than bachelor students.

Not lonely
14.6%

Severely lonely
47.1%

Moderately lonely
38.3%

Mean Loneliness score

Nationality

Study level

Demographic groups
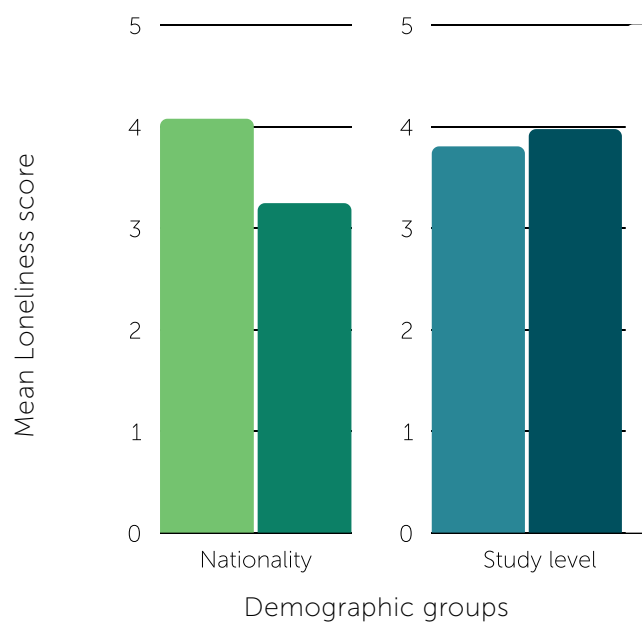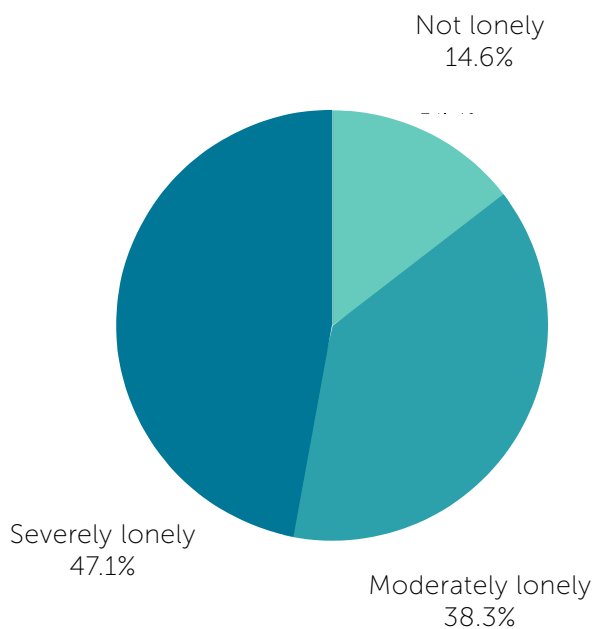
National
International

Bachelor
Master

Satisfaction with life

When asked about their life satisfaction, respondents were prompted to consider their lives as a whole, rather than in this current period. This revealed that 36.8% of students are more dissatisfied with life than average, while 34.9% are more satisfied with life than average, and 25.6% are in the average zone. There are significant differences between demographic groups, with males, nationals, and master students expressing more life satisfaction than their counterparts on average (females, internationals, and bachelor students, respectively).
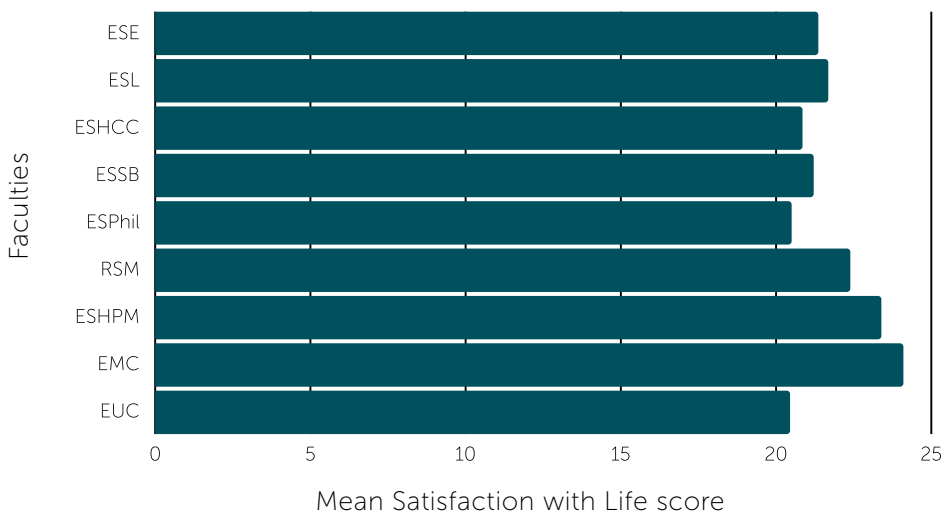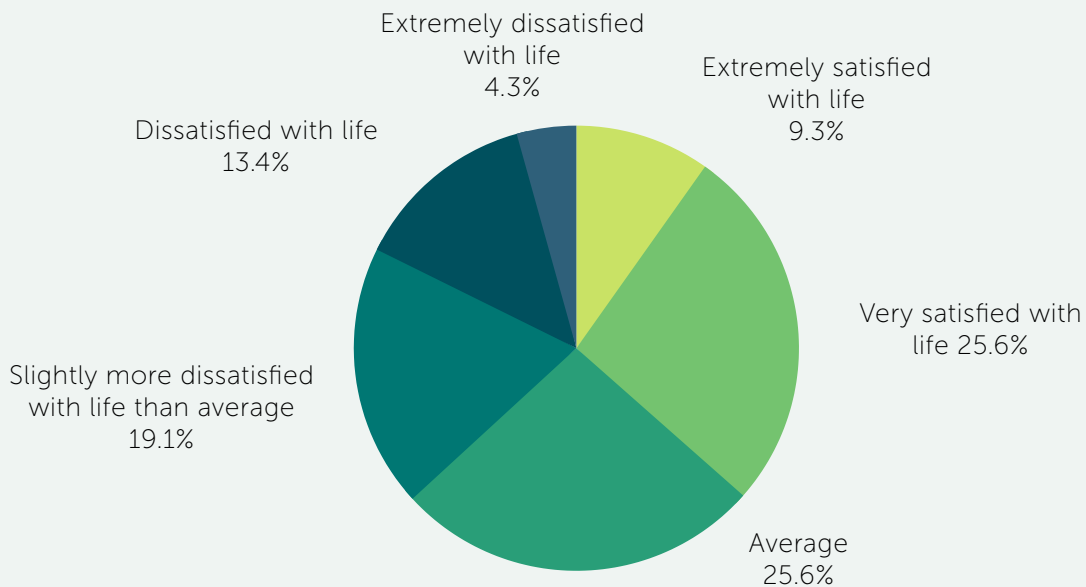
Discrimination and Social safety

Discrimination

Within our sample, 4.12 % of students have indicated that they experienced discrimination at the university. Within this group, there were 18 instances of discrimination on the basis of gender, 5 on the basis of gender identity, 13 on the basis of sexual orientation, 70 on the basis of race or ethnicity, 3 on the basis of disability, 13 on the basis of age, and 27 instances of other types of discrimination or instances of which respondents did not want to indicate the nature of the discrimination. We have also asked whether respondents had felt pressure from others not to interact with people. Within the sample, 68.83% indicated they had never felt this pressure.
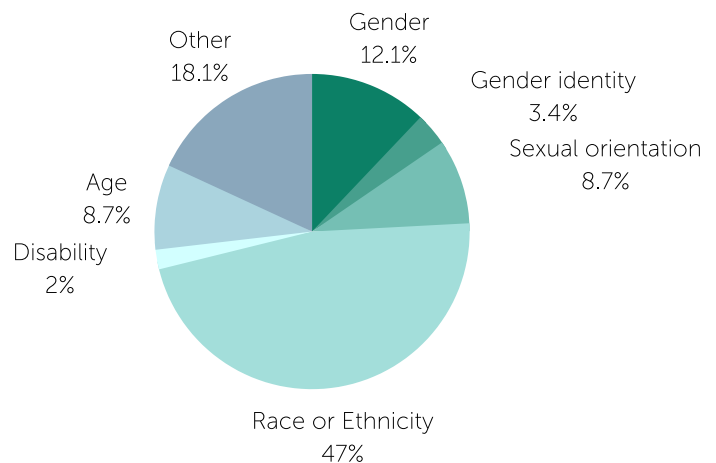
Basis of experienced discrimination

Safe spaces

When asked whether respondents felt like the university is a safe space in which they felt like they can express themselves without being afraid to be punished or pressured, most indicated that they felt like this was the case moderately so or very much so (83,60%), whereas 12.38% felt like it is somewhat safe, and 4.02% felt like it is not safe at all. These numbers were similar when asked about safety at the level of the faculty, with 83.42% indicating they experienced the faculty as moderately or very safe, 12.27% felt it is somewhat safe, and 4.31% felt it was not safe at all. Finally, at the level of the study program, 84.07% felt moderately or very safe, whereas 11.77% felt somewhat safe and 4.16% did not feel safe at all.

Brave spaces

When asked whether they feel like the university is a brave space, in which they are encouraged to have respectful conversations about difficult topics that might be uncomfortable in order to reach new insights, again the majority of respondents indicated this was the case moderately so or very much so (71.83%), whereas 20.75% indicated it is somewhat so, and 7.42% indicated it is not brave at all. At the faculty level, 71.29% indicated the faculty felt moderately or very brave, 21.07% felt it was somewhat brave, and 7.64% felt like it was not brave at all. When asked about the study program, 73.68% indicated that they felt like the space was moderately or very brave, whereas 18.93% felt like this was somewhat so, and 7.39% felt like the study program is not a brave space at all.

Feeling at home

Finally, we asked whether respondents felt at home at the university, the faculty and the study program. At the university level, 71.40% felt moderately or very much at home, 19.44% felt somewhat at home, and 9.16% did not feel at home at all. At the faculty level, 71.18% felt moderately or very much at home, 20.35% felt somewhat at home, and did not feel at home at all. At the study program level, 77.41% felt moderately or very much at home, 8.36% felt somewhat at home, and 6.30% did not feel at home at all. Overall, when students think about safe spaces, brave spaces, and spaces in which they feel at home, we see a very similar pattern: respondents have more positive experiences at the level of the study program, followed by the university, and then by the faculty.
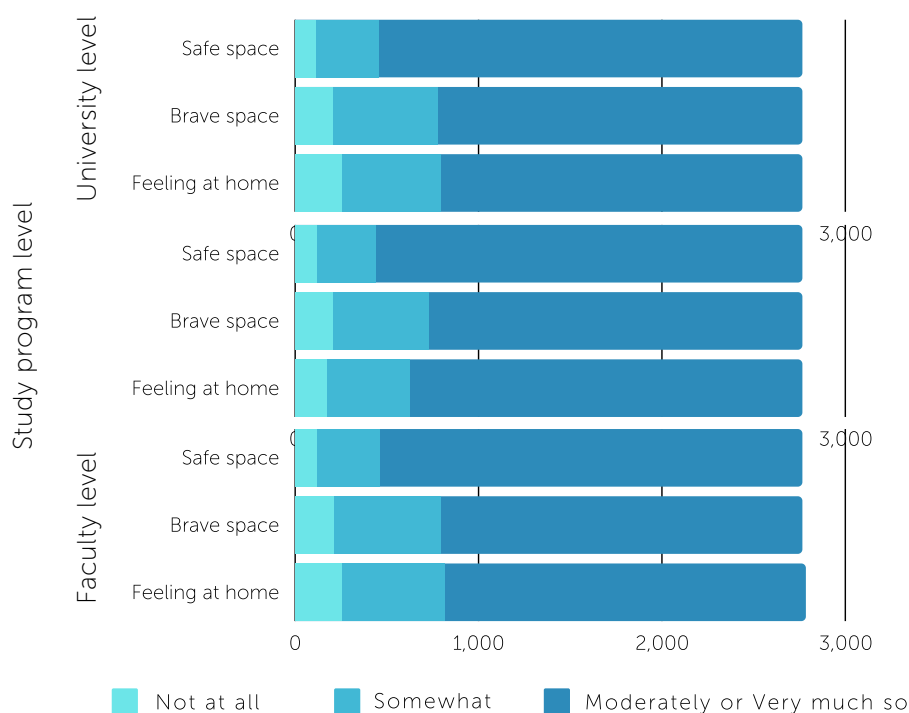
(Bad) Habits

Alcohol consumption

While heavy alcohol consumption often seems to be an emergent property of the student experience and prevalent in young adults (Karam, Kypri, & Salamoun, 2007), the results demonstrate that serious drinking problems are not prevalent in the surveyed sample, with only 3.64% of students' scores indicative of high levels of drinking problems (Saunders et al., 1993), and 9.6% scoring above the cut-off for heavy drinking behavior for the student population (Fleming et al. 1991). We see a significant difference between male and female subgroups, with males drinking more than females on average (in line with the literature).
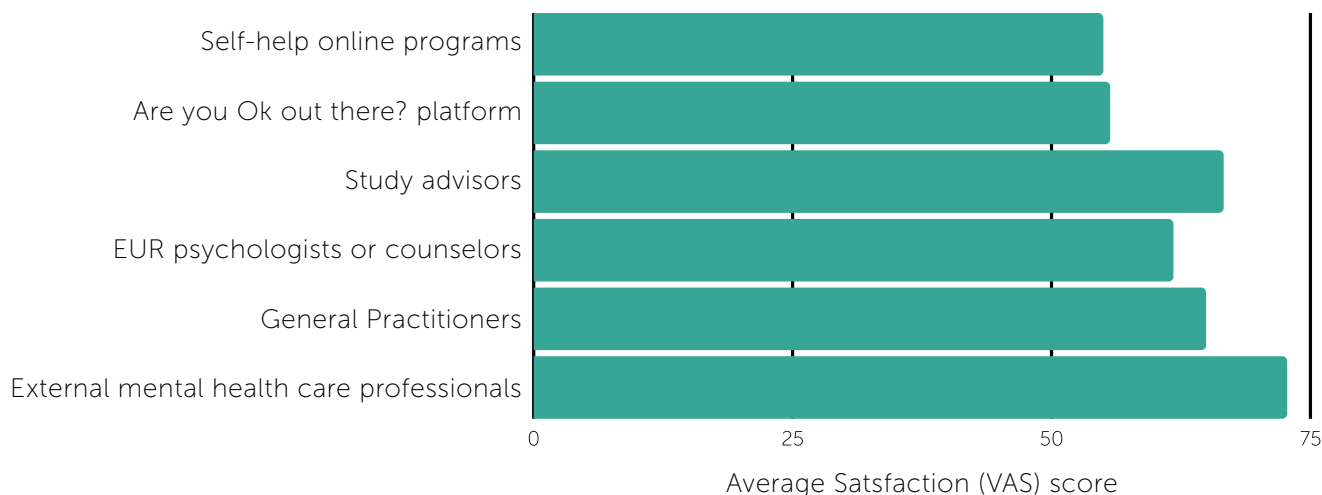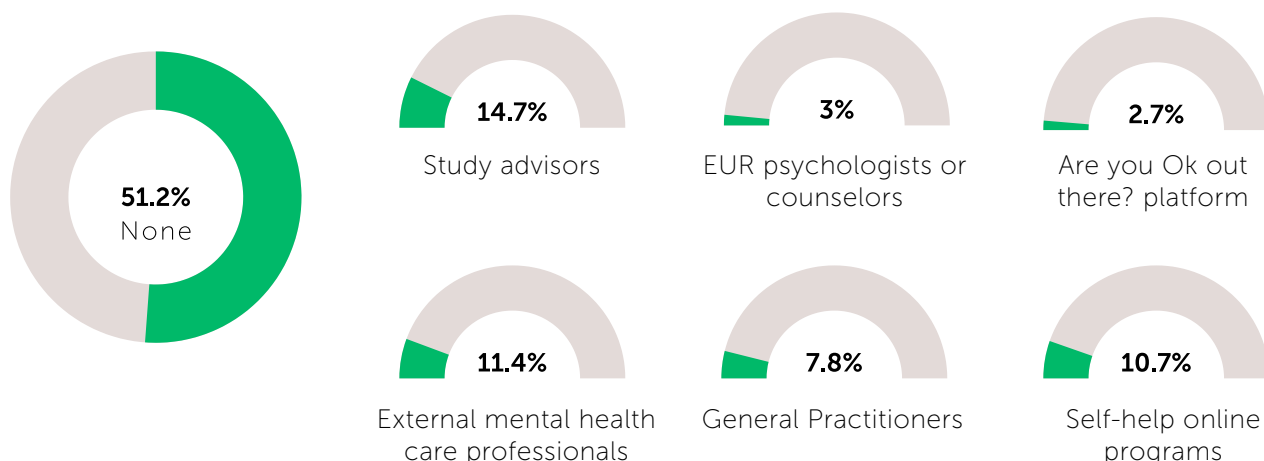

Cigarettes and other substances

Smoking is not uncommon, however, most smokers do not do so regularly. 16.17% of respondents smoke now and then, while 6.03% smoke regularly but not every day, and 5.81% smoke every day, leaving a large majority of the surveyed students being non-smokers (71.99%). E-cigarettes are not very popular either, with 4.66% smoking e-cigs now and then and 1.26% smoking them every day, leaving 93.29% of respondents not using e-cigarettes.

When it comes to other substances, 26.79% of respondents report using them now then, 5.67% report using them regularly, and 7.69% report using them every day. The most commonly used substance is cannabis, where out of students who have used other substances, 73.44% have used cannabis in the past year, and 39.06% of them in the last 30 days. Overall, 70.18% use cannabis 1 to 30 times a year, and 29% of students use cannabis more than 30 times a year.

Dealing with the current situation

Since the start of the pandemic, around half of the surveyed students have used some form of support service (48.82%). Help was most commonly sought from study advisors (14.70%), followed by external mental health care professionals (11.36%), and self-help online programs (10.73%). The services offered by external mental health care professionals yielded the most satisfaction, with an average satisfaction score of 72.60 (out of a max of 100).

51.2%
None

14.7%
Study advisors

3%
EUR psychologists or counselors

2.7%
Are you Ok out there? platform

11.4%
External mental health care professionals

7.8%
General Practitioners

10.7%
Self-help online programs

Self-help online programs

Are you Ok out there? platform

Study advisors

EUR psychologists or counselors

General Practitioners

External mental health care professionals

| 0 | 25 | 50 | 75 |

Average Satsfaction (VAS) score

Out of the students who did not use any support services (51.18%), the majority stated that although they experienced problems, they believed they could deal with these problems themselves (49.74%). Some experienced problems but did not know how or where to find support (7.37%), while very few stated that they were still waiting for help (0.61%).

Some students (7.47%) also gave other reasons for not seeking help. A common sentiment among those who left a comment regarding these alternative reasons, was that others would not be able to help with what the student was going through. This was sometimes due to disappointing or unsatisfactory encounters with study advisors, counselors, or mental health services in the past, or the fact that their problems are mostly situational (i.e. due to COVID-19 restrictions). Concerning the latter, students often felt that they were in the same "sinking ship" as many others, so it was not worth getting help. Many students express that they do not want to burden others with their problems, and that they need to trudge through their difficulties on their own. A few also mention that they want real, face-to-face help as they are tired of being behind screens, while others mentioned that not being physically present in Rotterdam was a reason for not looking for help. On a more positive note, many students find solace in their social support network, where the support offered by family and/or friends was enough to get them through these hard times.

Using technological support is not rare amongst students, with 17.69% of the respondents claiming to use health and wellbeing mobile apps. Of these, the most popular use is for fitness (63.1%), followed by meditation and relaxation (39%), and sleep (34.6%).

Conclusion

The EUR Student Wellbeing Monitor survey was launched in December 2020, and provides insight on how EUR students are doing during the second wave of the COVID-19 pandemic in the Netherlands where stricter lockdown measures were imposed compared to the first wave. The picture we have is critical and worrisome, with a large proportion of students dealing with symptoms of poor mental health and low levels of wellbeing. Although some level of problems was expected, as psychological problems tend to develop during the 'emerging adulthood' stage of life (Auerbach et al., 2018), the prevalence of subclinical and clinical levels of stress/burnout, anxiety and depression symptoms, and negative well-being, appears to be much higher than what is usually observed. Additionally, the current high rates of anxiety and depression are in line with other research on university students' wellbeing during the pandemic (Fruehwirth, Biswas, & Perreira, 2021), which similarly identified a downward pattern in students' mental health compared to the pre-pandemic period.

It is our responsibility as a university to protect and promote the welfare of our students and provide them with an environment in which they can thrive. The results of this monitor are a vital tool that can guide university and faculty policies and will be also used to improve student support services and generate new student-oriented initiatives at EUR.

Limitations of this survey

This survey was launched just before and during the Christmas holidays, and was also open during the month of January, when students typically have end-of-quartile exams and deadlines. These two factors may also have played a major role in the state of students. Additionally, all surveys based on self-report can be subject to bias, and this monitor is no exception.

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Appendix

	Total		Gender						Nationality				Study level			
			Male		Female		Other		National		International		Bachelor		Master	
	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD
PSS-4	7.9	2.97	7.21	2.89	8.2*** d=0.34	2.95	8.95	2.95	7.68	2.91	8.54*** d=0.29	3.04	8.01* d=0.10	3.01	7.70	2.86
MBI-SS1	16.39	7.96	14.94	8.18	17.01*** d=0.26	7.77	21.05	6.94	15.80	7.88	18.12*** d=0.29	7.95	16.40	7.99	16.38	7.91
MBI-SS2	12.96	6.94	13.49	7.16	12.7	6.81	14.59	8.46	12.80	6.86	13.42* d=0.11	7.15	12.85	6.91	13.18	7.00
MBI-SS3	15.22	5.71	15.51	5.85	15.12	5.65	13.59	5.17	15.19	5.61	15.31	5.99	15.02	5.68	15.46	5.76
FMPS-B1	11.46	3.75	10.77	3.55	11.76*** d=0.27	3.79	11.75	3.45	11.41	3.72	11.62	3.81	11.38	3.78	11.62	3.67
FMPS-B2	13.93	3.72	13.70	3.60	14.01* d=0.08	3.77	14.63	4.03	13.83	3.74	14.2* d=0.10	3.66	13.84	3.77	14.1	3.62
WEMWBS	44.15	9.82	45.11	9.97	42.75*** d=0.14	9.72	42.6	11.74	45.40	9.24	40.50*** d=0.51	10.53	43.96	9.85	44.50	9.77
STAI-S	47.26	12.93	44.15	12.54	48.56*** d=0.35	12.84	53.5	15.68	45.83	12.46	51.49*** d=0.45	13.39	47.25	12.95	47.29	12.91
BDI	8.56	6.49	7.41	6.17	9.01*** d=0.23	6.56	11.81	8.56	7.99	6.08	10.20*** d=0.34	5.10	8.87* d=0.14	6.75	7.96	5.90
SERS-S	18.87	19.29	22.24	18.32	17.48*** =0.25	19.53	12.19	17.90	20.49	18.43	14.16*** d=0.33	20.92	18.02* d=0.13	19.71	20.46	18.40
GLS	3.86	1.83	3.86	1.83	3.87	1.82	3.33	2.16	4.07*** d=0.46	1.79	3.24	1.80	3.80	1.87	3.97* d=0.5	1.75
SWLS	21.89	6.86	21.54	6.99	22.10* d=0.08	6.78	17.35	8.30	22.38*** d=0.29	6.78	20.40	6.90	21.49	6.79	22.62*** d=0.16	6.94
AUDIT	5.30	4.61	5.58*** d=0.41	5.12	4.76	4.24	6.67	5.08	5.26	4.48	5.46	4.98	5.23	4.69	5.45	4.47

***p<0,001, *p<0.05

PSS-4 = Percieved Stress Scale-4; MBI-SS1 = Maslach Burnout Inventory - Students Scale Emotional Exhaustion subscale; MBI-SS2 = Maslach Burnout Inventory - Students Scale Cynicism subscale; MBI-SS3 = Maslach Burnout Inventory - Students Scale Academic Inefficacy subscale; FMPS-B1 = Frost Multidimensional Perfectionism Scale - Brief, Evaluative concerns subscale; FMPS-B2 = Frost Multidimensional Perfectionism Scale - Brief, Striving subscale; WEMWBS = Warwick-Edinburgh Mental Wellbeing Scale; STAI-S = State Trait Anxiety Inventory - State; BDI = Beck Depression Index;

SERS-S = Self-Esteem Rating Scale - Short; GLS = Gierveld Loneliness Scale; SWLS = Satisfaction with Life Scale; AUDIT = Alcohol Use Disorders Identification Test