

IUPUI Office of Health & Wellness Promotion Focus Group Report

Prepared by:

Caleb J. Keith, Ph.D.
Director of Institutional Improvement
cakeith@iupui.edu

Nina Johnson, MSSW
ninajohn@iu.edu

Overview

In Spring of 2022, Caleb J. Keith, Director of Institutional Improvement in the Office of Planning and Institutional Improvement, assisted the Office of Health & Wellness Promotion by facilitating a series of focus groups intended to understand student mental health, self-care, individual and environmental factors, and barriers to access to campus wellness services and programming. The information obtained through these focus groups will be used to improve programs and services from the Office Health & Wellness Promotion and related offices.

Focus groups were planned and facilitated by Caleb J. Keith and Nina Johnson. The ten focus groups were planned to allow for 10 student participants from the following targeted student populations:

- 3x Multicultural Center and Educational Equity Programs
- 2x LGBTQ+ Center affiliated students
- 2x Graduate and professional students
- 1x International students
- 1x National Pan-Hellenic Council and Multicultural Greek Council affiliated students
- 1x Interfraternity Council affiliated students

Each focus group session was scheduled for 75 minutes in length and used a prewritten protocol. The protocol included a series of instructions, prompts, and probes (see Appendix A). The recordings and transcriptions were reviewed and then summarized to ensure confidentiality.

Recruitment

The week of January 10, 2022, emails intended for each of the targeted student populations were shared with campus partners for distribution through their respective email lists and communication channels. The emails included an overview of the focus groups, including the topics, time commitment, facilitation dates, and incentive for participation.

Because some sessions had student interest that exceeded capacity (~10 students), an additional open session was scheduled. Invitations to this session were also extended to students who expressed interest in another session but did not attend or participate.

Following sign-ups, students were sent an email containing the Zoom link information, along with participation agreement forms, which shared more detailed information about how the

focus groups would be conducted. Students were sent a second email on the morning of their respective focus groups; this email also contained the Zoom information and a reminder about the participation form.

Participation

Although 73 students initially expressed interest in participating in the focus groups, only 25 students attended and participated across the 11 scheduled focus group sessions to result in seven focus group sessions with students attending. Participation for the respective targeted student populations is below.

- 3x Multicultural Center and Educational Equity Programs
 - Friday, January 28 – 10:30 am: 2 students
 - Friday, February 4 – 1:30 pm: 2 students
 - Monday, February 7 – 10:30 am: 5 students
- 2x LGBTQ+ Center affiliated students
 - Tuesday, February 1 – 3 pm: 0 students
 - Friday, February 4 – 10:30 am: 2 students
- 2x Graduate and professional students
 - Monday, January 24 – 7 pm: 6 students
 - Tuesday, February 1 – 1:30 pm: 5 students
- 1x International students
 - Friday, February 4 – 12 pm: 3 students
- 1x National Pan-Hellenic Council and Multicultural Greek Council affiliated students
 - Friday, January 28 – 1:30 pm: 0 students
- 1x Interfraternity Council affiliated students
 - Friday, January 28 – 12 pm: 0 students
- Open/Make-up session
 - Monday, February 7 – 1:30 pm: 0 students

Demographics for the 25 focus group participants can be found in Appendix B.

Themes

Because themes cut across individual questions in the focus group, they have been arranged by theme and subtheme, rather than as responses to individual questions. Additional information is provided where appropriate to give necessary context. Below are themes that emerged across the separate focus groups, along with representative or supportive quotes from participants.

Cultural Context & Relevance

Across the International Student and Graduate and Professional Student focus groups, participants responded that cultural context and cultural relevance were important considerations related to student health and wellness on campus. Specifically, students articulated that cultural context and relevance were especially important related to mental health, sexual health, and pressure related to academic stress. These concepts could be complicated by language barriers or resources that exist as part of U.S. higher education but may not be present in students' home countries and contexts. For example, students discussed that the name Paw's Pantry may not immediately resonate with international students.

"I think service like Paw's Pantry is not widely known in international students because they would [be] confused about what it is for if [they] only saw the name-paw's pantry; it is not a regular organization in their home country's university." – Graduate and Professional Student Participant

Recommendations included additional efforts to orient international students to the various health and wellness programs available on campus, with a special emphasis on ensuring nomenclature did not prove to be a barrier for access.

Students additionally articulated how language barriers may exist when attempting to seek services on campus. Even when a translator is involved in the interaction, students may not feel it is productive.

"It's really hard to talk to a translator that translate to the counselor, so the meaning gets lost because sometimes they use words that don't necessarily reflect what I'm trying to say . . . one of the reason[s] why I decided to stop the counseling, at that time." – Graduate and Professional Student Participant

Furthermore, students discussed how international students may not be as comfortable or forthcoming related to issues of sexual health or mental health, as these issues may be considered taboo—or nonexistent—in the context of their home countries.

An additional concern raised by students was that of pressure related to academic success. This, too, may relate to the context of a student's home country, or even familial pressure, wherein value and worth are measured and given based on academic and career success. This latter subtheme relates to the larger theme of Academic Performance Pressure, discussed elsewhere in this report.

Suggestions for Health & Wellness Promotion: Set a goal to offer a certain number of events and wellness programming that are led by non-English speakers and/or someone from a background that students can resonate with based on a specific/requested topic.

Personal Barriers

Focus group participants were asked to describe what prevents them from accessing or using campus health and wellness resources and services, as well as what barriers to good mental health and wellness they face on campus due to their personal identities. Responses to these questions across the focus groups included themes related to time commitments, the timing of programs and services, challenges related to living off campus, service locations, and barriers related to race and other identities.

Participants discussed how their various time commitments as student often dissuaded or prevented them from accessing or using campus-based programming, resources, and services. Students articulated some programs and services conflicted with course times, wishing that some services were opened earlier and stayed open later (i.e., earlier hours for fitness facilities before class at 6 or 7 a.m. and having 24/7 access to the campus library). Other participants expressed prioritizing school, research priorities, and other work commitments as reasons not to take advantage of these opportunities on campus.

“I feel like with school and everything and how many credits I’m doing plus work. I really don’t have any time to do it.” – Multicultural Center and Educational Equity Programs Participant

“As a full-time worker and full-time student wellness for me is about trying to juggle both schedules while also allowing myself a mental break daily to decompress and relax my mind-which is quite difficult I find” – Graduate and Professional Student Participant

Students also discussed the times and timing of services and programming as being challenging, recommending that programming be offered multiple times, at different times over different days. Another student asked if recording of programs—virtual or in-person—could be made available for students to access and watch at their convenience, especially if unable to attend in real-time.

The location of programs and services appeared to be another barrier for students. In one instance, a student indicated that on-campus locations could be problematic, saying that having to go to Coleman Hall for health services could be a hurdle. More often, students articulated that living far from campus, and not having much time on campus, makes it hard to attend programs or make use of services. This also gave students the impression programs and services were primarily for on-campus students or those who attend classes face-to-face. In response to these challenges, students suggested virtual tutorials, training, or counseling would

be helpful. One student suggested personal training videos or online tutorial related to home workouts would be beneficial.

Finally, students also discussed personal barriers related to identities, specifically gender and race, that prevented them from utilizing health and wellness-related programs and services. Some of these barriers included internal barriers to opening up, with a student saying they do not want to put their problems on other people. A participant who identified as transgender indicated that for trans students, physical wellness can pose a lot of challenges on campus, suggesting that some health and wellness providers may not be properly or adequately prepared or trained to assist with these specific health issues. Another example included a student being deadnamed due to health-related data systems not having accurate, updated information. Other students articulated how their identities may make them apprehensive to utilized programs and services.

“[The] Silence that happens when I talk about my identities, kills me a little bit” –
Graduate and Professional Student Participant

“Since we are PWI, I feel like everything on this campus isn’t really catered to me.” –
Multicultural Center and Educational Equity Programs Participant

Suggestions for Health & Wellness Promotion: Offer workshops for students regarding taking care of their wellness while being a busy student. Create campaigns to encourage the campus community to be mindful and respectful of gender, identity, and sexuality differences, among others.

Academic Performance Pressure

A pervasive theme across focus groups was that of academic performance pressure, whether internally constructed or related to cultural background. As discussed in the Cultural Context & Relevance theme, a student’s background—whether the culture of a home country or even familial pressure, wherein value and worth are measured and given based on academic and career success—may create high levels of pressure related to academic performance. This often showed up as a barrier to seeking services, because of the need to focus on academic responsibilities above all else, as well as a source of stress that impacted mental and physical wellness.

Similarly, multiple students expressed academic pressure placed on them by the university, with faculty members, and their expectations, most often being the source this of pressure and stress.

“I kind of have to decide do I want the stress and the good and the good grades or, you know, do I want to let all of this slip, because of a professor who doesn’t want to give me an extension or sets up sets of time and unreasonable amount of homework.”–
LGBTQ+ Center Participant

Students expressed a desire for faculty to demonstrate more understanding of and concerns for mental health considerations for students. They also expressed wanting more support for faculty members on campus. Some students expressed the perception that faculty do not seem to take students' wellness seriously. Others offered recommendations, suggesting if faculty and staff themselves had more support, they might treat students better in the classroom. Other participants articulated they wish faculty provided more support and resources, to include mental and physical health and wellness, in addition to how to manage time and succeed in courses.

"You know, because there are too many there are too many professors who think that their class is the only class that you're taking. And they have unrealistic expectations and it's most of the source of the stress that we're trying to alleviate through these wellness services is trickled down from the stresses that we experience from the professors that we have." – LGBTQ+ Center Participant

"[It would be] Cool if professors offered extra credit for writing a page about what I did for wellness this week" – LGBTQ+ Center Participant

Suggestions for Health & Wellness Promotion: Create marketing materials that include messages of encouragement to students at various times of the semester outside of midterms and finals. Create a taskforce of Health & Wellness Promotion staff and faculty, to brainstorm and implement ideas for student well-being.

Access to Resources

Another theme across the various focus groups was related to accessing on-campus resources, specifically related to uncertainty around intended audiences, uncertainty about fees, uncertainty about the process. One of the most frequently articulated areas of uncertainty was related to who various programs and services were catered to and who was able to access them. This theme related to full- and part-time students, as well as undergraduate and graduate students. Additional, questions related to what was available to staff members who are also students; this question appeared in the Graduate and Professional Student group. This general uncertainty around the intended audience often resulted in students being generally unaware of the type and variety of services offered by the institution.

"And then I guess just the feeling of is this for me, you know, is this something that I'm supposed to partake in like, and are the people in there, are they going to be like all freshmen and like I'm 40 years old. You know, um, I, you know, it was just something like just knowing Is this something I'm supposed to do something I'm supposed to do." – Graduate and Professional Student Participant

"I actually am unfamiliar with the services offered by the university, but have at times wondered if they mirror services offered to employees-such as free counseling like employees have access to with EAP" – Graduate and Professional Student Participant

Participants also expressed uncertainty about what was covered by student fees and what may have additional fees. Related to this uncertainty were questions about student insurance and how and when that might be used for services on campus. Students were not clear about where to find information related to services and fees and, as a result, often chose not to utilize services.

“I think that what is lacking is the resources. So, how we disseminate the information and what resources are available for students because sometimes students like myself, we don’t know that that resource is available” – Graduate and Professional Student Participant

Finally, participants also expressed uncertainty about the process of engaging services. This most often was connected to the use of Counseling & Mental Health Services (CAPS), with students aware of the existence of this resource but unaware how to get connected. Related to this theme was a concern about the number of CAPS session a student might have before being referred elsewhere. Students expressed they do not want to start and then get a new counselor or be referred else. Additionally, one student indicated they received a new counselor every few months, an experience they found troubling. However, the idea of CAPS encouraged some participants to find a counselor outside of the university. Students also expressed the pervasive belief that CAPS is understaffed and does not have the capacity to take on new clients.

“So, somehow, increasing the capacity of caps and other similar programs.” – Graduate and Professional Student Participant

Suggestion for Health & Wellness Promotion: When creating marketing materials, include the words “undergraduate and graduate/professional students.” If a service is free, indicate “free” on the flyer for more accessibility for students who may be concerned about cost.

Communication & Publicity

Coupled with the uncertainty about access to resources, students expressed a desire for more and improved communication about health and wellness resources and services on campus. Participants indicated websites related to health and wellness resources and information are not always clear to students. One common theme among focus group participants was a request for more frequent communication of information to remind students about resources.

“Not everyone has an RA to share resources and make referrals” – Multicultural Center and Educational Equity Programs Participant

“I think the university should involve students in mental/physical wellness sessions frequently and should be ‘communicated’ well to the students...as most of them are unaware about these sessions and they could attend according to their schedule.” – Graduate and Professional Student Participant

“I haven’t seen a newsletter in a while. So, I would like to see some kind of like promotion” – Multicultural Center and Educational Equity Programs Participant

Specifically, students suggested banners, posters, tabling, and emails as the best methods of communication, noting social media is only useful if students are following the specific account—which many indicated they were not. Some participants also reinforced the idea that if they are unaware of specific offices and resources, they are not able to follow accounts.

As noted, banners, posters, tabling, and emails were articulated as the preferred methods of communication, with students suggesting banners and posters in stairwells and near elevators—places where students may be forced to slow down or congregate. Additionally, students recommended emails that included a survey asking if students are experiencing specific feelings or incidents; as students check boxes, the end of the survey would refer them to appropriate services on campus.

Students also requested information about community-based organizations, so they are aware of supports in addition to, or beyond, the institution. Other requests included staff “meet & greet” opportunities, especially in places such as the Multicultural Center and LGBTQ+ Center—places where underrepresented or underresourced students feel comfortable and safe.

Suggestions for Health & Wellness Promotion: At different times of the semester, have a table in the Campus Center, information in the Stall Talks issues, and posters, to encourage students to sign up for the newsletter to receive information about health and wellness promotion.

Self-Care & General Wellness

Focus group participants were asked to describe what daily wellness looked like for them as students at IUPUI. Responses to the prompt varied; many students emphasized wellness was the ability to complete daily tasks consistently, with some attention to physical movement, nutrition, and sleep. Student also indicated daily wellness to the form of cooking at home, consuming vegetables every day, engaging in personal hygiene, avoiding time-intensive activities on campus, and taking naps when possible. Students also indicated engaging with the Collegiate Recovery Center and the Condom Club were acts of self-care and daily wellness. It should be noted that the Condom Club was frequently cited across the undergraduate student focus groups, with students indicating their appreciation for the program and that it was a positive experience for them.

However, most responses indicated the latter three were often pushed aside or forgotten due to commitments related to work and school. One participant indicated that until the daily wellness question was raised, they hadn’t thought about it or their “unhealthy” behaviors in quite a while

“My biggest problem is not thinking about it. As far as daily wellness I’m still learning about this whole you know self-care thing, it hasn’t been until recently since I really considered self-care as a thing.” – LGBTQ+ Center Participant

“I agree, self-care is the thing that always gets pushed to the back burner, you know I forget to eat lunch or drink water or get up and go for a walk I stay up late, get up early, maybe don’t exercise because I stayed late to work on something in the lab so I agree that it’s, it’s definitely something I would prefer to put. First, but it is definitely last.” – Graduate and Professional Student Participant

Students articulated they wished that had more time to engage in relaxation and other activities related to self-care. Often cited were sleep, healthy eating, working out and other physical activity, and focusing on mental health. Some goals students shared included finding 5 minutes each day to do something to take their mind off stress, doing more schedule planning to ensure wellness was a focus, focusing on mental health by changing small part of daily routines, and focusing on hydration.

Suggestions for Health & Wellness Promotion: Similar to JagWELL Bingo, create a fun challenge for students to participate in self-care activities and/or visit different offices to receive self-care ideas/takeaways. Offer free self-care workshops including meditation, yoga, mindfulness, sound baths, and journaling.

Ideal Campus

When asked to articulate the ideal campus, as it related to health and wellness, student offered a variety of responses. Some of these suggestions include reducing the cost associated with accessing resources—specifically related to fitness facilities and food options. Participants also expressed a desire for more flexible academic schedules to accommodate other life needs beyond academics, including work and family commitments.

There were several other recommendations related to health and wellness. These included the possibility of a wellness accountability partner program for students, robust online wellness resources, and better outreach for wellness programs in the Multicultural Center and LGBTQ+ Center. Participants also articulated a desire for better representation of various identities across health and wellness staff members, with particular attention to visible diversity. Other suggestions included regular check-ins from faculty and staff several times a semester, via email or phone, to include checking on wellness (this may resemble the check-ins that occurred during the COVID-19 pandemic). One participant shared that at a previous institution, the university sent a birthday email each year, which was a reminder the institution knew of the milestone and cared; the student shared this might be an opportunity to share wellness resources.

Finally, students shared a desire for a more holistic approach to wellness across the institution, to transcend academics and student life.

“I think, embracing a more holistic approach to things so incorporating a lot of like health and wellness into curriculum and in daily stuff as opposed to like, oh, we’re going to have this one module on self-care and then you’re going to have to figure it out all on your own right like actually making it so that it’s all intertwined, because health and wellness is intertwined with everything we do. You know our, our bodies are moving to classes or to work, or this or that we’re, we’re thinking, our brains are always in motion.” – LGBTQ+ Center Participant

“I think a lot of times, the, the, the pressures that are kind of like put upon in classes and everything else, it’s kind of ridiculous. I think that definitely taking kind of more of like a holistic perspective, at least like I don’t know like if professors kind of did realize that this is not just the only thing I definitely think that would improve. You know, overall wellness I think with, you know, stress and everything.” – LGBTQ+ Center Participant

A frequent thread throughout the focus groups related to food and nutrition. This showed up as a common component of general health and wellness, albeit something students wished they have more time and better resources to incorporate into their personal wellness. Students also frequently referred to the ability to access an on-campus dietitian, but to a person, they indicated they were unsure how to go about accessing that particular resource.

Participants frequently indicated the food options on campus are not the healthiest, specifically highlighting most of the options as being fast food. They expressed a desire for more healthy options on campus and often highlighted the tension between nutrition and affordability. Participants were quick to point out that while some healthier, more nutritious options exist on campus, they tend to be pricier. Students indicated they wish healthy food options that are cheaper, managing affordability and nutrition.

"I wish that the options for food that I had on campus weren't fast food and Pizza Hut."
– LGBTQ+ Center Participant

Another theme that emerged across the focus groups related to expectations of the university. Included in there were expectations related to CAPS, specifically that there would be more counselors available to students, more capacity for new clients, and that walk-in counseling should be available to students. Participants also shared an expectation related to finances, as that was a source of stress for students. Particularly, participants wanted more resources for overall financial health and wellness, indicating this would reduce stress and positively mental health. Other financial expectations included attention to the cost of textbooks and more graduate student funding during summers.

A pervasive theme related to expectations of the university involved faculty and the academic pressures students feel faculty place on them. Participants repeatedly articulated that student wellness does not seem to be taken seriously by faculty. They also desire better support from faculty about how to be successful—not just related to academics.

“You know, because there are too many there are too many professors who think that their class is the only class that you’re taking. And they have unrealistic expectations and it’s most of the source of the stress that we’re trying to alleviate through these wellness services is trickled down from the stresses that we experience from the professors that we have.” – LGBTQ+ Center Participant

Some suggestions included having faculty members explicitly focus on health and wellness—mental and physical—within courses.

“[It would be] Cool if professors offered extra credit for writing a page about what I did for wellness this week” – LGBTQ+ Center Participant

Suggestions for Health & Wellness Promotion: Offer financial wellness workshops for students, include financial wellness and nutrition tips in Stall Talks issues, and offer a virtual cooking class for students.

Mental Health

Mental health appeared to be easy for students to discuss, with many focus group participants articulating their understanding of its importance in their lives as students. One student indicated people regularly talk about mental health and there is the perception no one has a problem seeking help or seeing a therapist. Many undergraduate students indicated they had not experienced stigma related to mental health. In fact, many reported they have had positive experiences discussing mental health with peers. One participant indicated the positive impact her roommate had on her understanding of mental health; her roommate openly and frequently talked about mental health issues, which encouraged the participant to be more open with herself and others.

There were, of course, some exceptions. As noted elsewhere, cultural context is an important consideration related to mental health. Some participants articulated that some cultures and countries are not open about mental health issues, making the transition to the United States and IUPUI difficult.

Graduate and professional students also appear to have a slightly different experience with issues related to mental health and associated stigma. One participant indicated there can be dismissive comments if you say you are having trouble, with response such as “so is everybody.” Other participants shared this concern and suggested they might be less likely to openly discuss challenges related to mental health.

“[There is a] real fear that you’ll be treated differently when someone finds out you are seeking help; fear of others judging you, being treated as less than, or not getting opportunities as a professional student” – Graduate and Professional Student Participant

CAPS was another topic that was frequently mentioned when discussing mental health, with specific concerns about the ability to access help when needed. Students frequently expressed the understanding CAPS is understaffed and does not have the capacity to see new clients.

Suggestions for Health & Wellness Promotion: Create programming for World Mental Health Day (in October), create marketing materials regarding mental health acceptance, create and implement a campus gratitude challenge, create and implement random acts of kindness programming

Appendix A

DMHA Grant Focus Group Protocol

Welcome. Thank you for making time to be here today. My name is Caleb Keith and I work in the office of Planning and Institutional Improvement. I am helping the office of Health & Wellness Promotion better understand IUPUI student experiences related to health and wellness on campus. This focus group is dedicated to understanding student mental health, self-care, individual and environmental factors, and barriers to access. We want to hear your perspectives on the delivery of these services and how to improve student mental health and well-being on campus.

Now let's talk about how this process will work. We'll potentially be here up to 1 hour and 15 minutes. We do have someone observing to take notes, and we will record the session for reporting purposes—we want to ensure we accurately capture what you say. Your comments will be summarized and reported anonymously; we won't ever identify you personally as a participant. You are welcome to select a pseudonym for yourself on Zoom. If you choose to do so, please go ahead and rename yourself. Your participation in this focus group will not negatively impact your status as an IUPUI student.

I will place a link in the chat for a quick form to capture some basic demographic information. Please enter the name you plan to use for this focus group, whether your pseudonym or your actual name. This information will be used for context but will not be used to individually identify you.

Link: https://iu.co1.qualtrics.com/jfe/form/SV_71Jgya7KsjeStfM

Have any of you participated in a focus group before? The rules are simple: I'll bring up a topic, and I want to get your thoughts and opinions. I'll ask a question and we'll let anyone answer. There are no wrong answers. Feel free to take notes or jot down ideas to avoid interrupting each other. Keep in mind that we want everyone to participate. If you're the only one talking, please recognize that and give others a chance to participate. Of course, your participation is completely voluntary. You do not need to answer any question you don't feel comfortable answering. You may also ask for clarification if you do not understand any of the questions.

Please remember there is no need for you all to agree. We want to capture your unique individual experiences. Feel free to respond to something that someone else says and feel free to disagree. However, please show respect for others even if you disagree with their opinions. Because of our limited time, I may politely interrupt if an answer strays off topic. No disrespect is intended if I do this.

Does anybody have any questions before we get started? Once all your questions have been answered, we will begin. [Pause for questions]

Thank you again for agreeing to participate and if everybody is ready, I will begin recording.

1. What does daily wellness look like for you as an IUPUI student?
 - a. What do you wish you had time for?
2. How well do the IUPUI campus health and wellness services (i.e., health center, CAPS, campus recreation, and wellness programs/events) meet your needs? Why do you say this?
 - a. Tell us about positive experiences you've had.
 - b. Tell us about experiences where your needs were not met.
 - c. What is more likely to make you utilize health and wellness services or attend a program?
3. Do you feel the campus health and wellness services are catered to you?
 - a. If so, why or how?
 - b. If not, why or how?
 - c. What are some examples of services that are catered to you? What are some examples of services that are not catered to you? What are some "blind spots" the university could address or improve on?
4. What prevents you from accessing or using campus health and wellness resources and services?
5. What is mental health stigma and how does it show up at IUPUI?
6. Thinking about the identities you hold, what barriers to good mental health and wellness do you personally face on campus?
 - a. Describe issues with communication or the actual service and programmatic offerings themselves.
7. What stressors do you expect the university would help you address?
8. What does your ideal campus look like as it relates to health and wellness programs and services?
 - a. With more time or resources, is there something else you would add?
9. Wellness isn't always about adding something to your routine (like attending an event or using a new service); it can be about removing a negative behavior or negative pressure or changing your circumstances.
 - a. What is something realistic the university could do to immediately improve your well-being or to enable you to improve your own well-being?
10. Of all the things we discussed, what to you is the most important?
 - a. Have we missed anything?

Thank you very much for your time! This information will be very useful to the office of Health & Wellness Promotion as it considers how to best continue to communicate with and serve students like yourselves. Finally, we promised a \$10 Barnes & Noble gift card for your participation today. Please use the link in the chat to register your participation in today's focus group so we can get your gift card to you. Again, this information is solely for the purpose of providing the gift card—it will not be used in conjunction with the results or report.

Link: https://iu.co1.qualtrics.com/jfe/form/SV_5btIQwAGU0a3yx8

Focus Group Probes

- What I heard you say was...
- Tell me more about that.
- I don't quite understand...
- Can you explain further?
- Can you give us an example of what you mean?
- Does anyone have an example of that?
- Is this anyone else's experience?
- Does anyone have a similar (or different) perspective?
- Under what circumstances?

Appendix B
Focus Group Participant Demographics

The following demographics represent the 25 students who participated in the focus groups.

What is your age?

Answer	%	Count
24 or younger	52.00%	13
25-34	28.00%	7
35-44	16.00%	4
45-54	0.00%	0
55-64	4.00%	1
65 or older	0.00%	0
Total	100%	25

Please indicate the racial/ethnic groups with which you identify. (check all that apply)

Answer	%	Count
African-American/Black	28.00%	7
American Indian/Alaska Native/Aleut	0.00%	0
Asian/Asian-American	32.00%	8
Latino(a)/Hispanic	16.00%	4
Middle Eastern	0.00%	0
Native Hawaiian/Other Pacific Islander	0.00%	0
White	16.00%	4
Identity not listed (please specify)	8.00%	2
Total	100%	25

Identity not listed (please specify)

White/Latine/Native American

Indian

How do you identify your gender?

Answer	%	Count
Woman / Female	60.00%	15
Man / Male	40.00%	10
Non-binary / Third gender	0.00%	0
Identity not listed (please specify)	0.00%	0
Total	100%	25

Do you identify as transgender?

Answer	%	Count
Yes	4.00%	1
No	96.00%	24
Prefer not to answer	0.00%	0
Total	100%	25

How do you identify your sexual orientation?

Answer	%	Count
Bisexual	4.00%	1
Pansexual	0.00%	0
Heterosexual/Straight	72.00%	18
Lesbian	4.00%	1
Gay	12.00%	3
Queer	4.00%	1
Questioning/Unsure	0.00%	0
Asexual	0.00%	0
Identity not listed (please specify)	4.00%	1
Total	100%	25

*No specification was given to the identity not listed.

Are you a citizen of the United States?

Answer	%	Count
Yes	64.00%	16
No	36.00%	9
Prefer not to answer	0.00%	0
Total	100%	25

What is your current class standing?

Answer	%	Count
Freshman	16.00%	4
Sophomore	8.00%	2
Junior	16.00%	4
Senior	12.00%	3
Graduate/Professional Student	48.00%	12
Total	100%	25

What is your enrollment status?

Answer	%	Count
Full-Time	96.00%	24
Part-Time	4.00%	1
Total	100%	25

How are you taking classes?

Answer	%	Count
100% Face-to-Face/In-Person	40.00%	10
Hybrid	56.00%	14
100% Online/Remote	4.00%	1
Total	100%	25

Where is your housing?

Answer	%	Count
On campus	16.00%	4
Off Campus	84.00%	21
Total	100%	25