



The Effects of Remote Learning on the Mental Health Quality of Life of UCSD Students

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Background

College students experience an increased amount of stress as a result of going to college. Various stressors include academics, finances, extracurriculars, etc.¹

The COVID-19 pandemic's changes are felt by many students as some universities have seen an increase in depression, anxiety, and feelings of loneliness.²

One study outlined an association between remote learning and the increase of mental illness prevalence in a sample of students.³

Literature on remote learning and mental health decline of college students is very limited.

Objectives

- To understand the prevalence of mental health decline in a diverse student population.
- To discover student's reception to remote learning and provide insight into potential associations between remote learning and mental health quality of life decline.

Methods

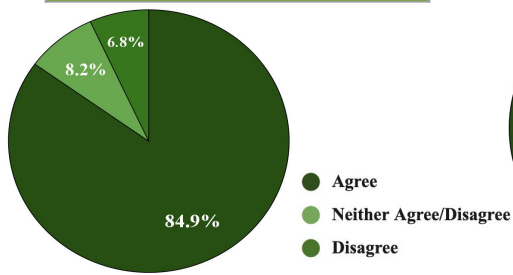
An online survey was designed on Google Forms. Questions included demographic information as well as questions related to remote learning perceptions and mental health questions.

The survey was sent to UCSD students (n = 73) through various online communication modes such as Facebook groups, Instagram, Discord, and text message.

Data was analyzed using Excel and SPSS with a Chi-squared test selected for associative results.

Category	Characteristic	Percentage
Gender	Male	32%
	Female	65%
	Non-Binary	3%
College Year	Undergraduate 1st year	5%
	Undergraduate 2nd year	11%
	Undergraduate 3rd year	35%
	Undergraduate 4th year	32%
	Undergraduate 5th year or more	3%
	Transfer Student	11%
	Graduate Student	1%

Figure 2: UCSD Student Perception that Remote Learning Due to the COVID-19 Pandemic has Resulted in the Mental Health Decline of Students



Results

Figure 1: Remote Learning's Satisfaction Levels by Respondents' College Year

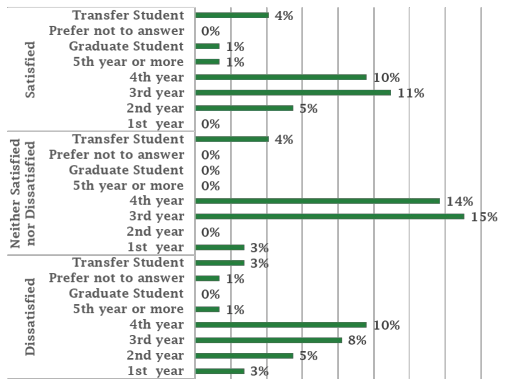
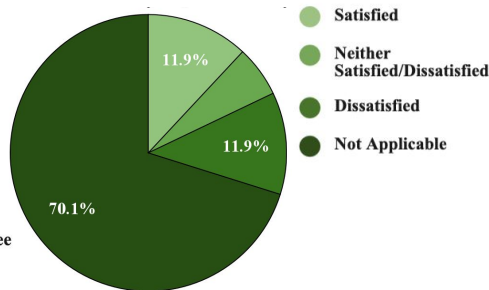


Figure 3: UCSD Student Satisfaction Rates After Using CAPS Mental Health Resources



Conclusions

UCSD students' mental health has been affected by remote learning and the majority of students also have negative perceptions regarding this learning method.

No difference in student satisfaction rates among those who used CAPS mental health resources.

Policy Implications

UCSD student representatives should focus on researching and developing mental health resources that take into consideration student input and are readily accessible and supportive of the learning environment.

UCSD should also improve the services provided by CAPS to improve student satisfaction such as extending service hours from 8 am to 8 pm from Monday to Saturday.

Acknowledgements

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