

How to Survive College:

A Guide for New Undergraduate Students in
Mental Health, Study Strategies, and Time Management

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Introduction

In recent years there has been an increased focus on the experiences of college students, particularly those of undergraduate students. This is largely due to the significant amounts of change that come about in transition from high school into universities. With the move to universities, many first-year students have more freedom and independence, which comes with an increase in stress as many students find themselves overwhelmed with classes, chores, social events, work, and more (Appendix B; Abrams, 2022; Gordanier et al., 2019; Kirsch et al., 2014; Voelker, 2003). While this stress can be extreme and many students find themselves unprepared, there is research that has been completed that can support them throughout their college experience. Particularly, in terms of time management, study strategies, and mental health, there has been an increased focus to figure out ways to improve each aspect to best help undergraduate students.

One of the best ways to improve a student's success in undergraduate work is through early intervention. It has been shown that early interventions can influence students to increase their performance in their class. One recent study gave students who were falling behind in their degree courses a referral to supportive courses the University offered, which offered not only tutoring services, but life skills such as time management and study strategies (Gordanier et al., 2019). This study largely showcased that these early interventions can be influential in assuring students do better on upcoming tests and assignments, with around a 6-7% increase on test scores. While this percent may not appear very important, this difference can be the determining factor that allows a student to pass or fail their course. This has noteworthy implications for students, potentially resulting in additional time or even greater financial burden due to retaking

the course in order to continue toward their degree. Thus, this study highlights the importance of early interventions and the benefit they can have to students.

Time Management

It is essential for, not only first-year college students, but any young adults, to grasp and implement in their daily lives time management skills. Research has shown that time management is a strong factor that determines success in college. One meta-analysis looked at the relationship between time management and job satisfaction, academic achievement and personal well-being (Aeon et. al., 2021). Largely, the study found that time management has a moderate relationship with all three variables, meaning that while the correlation could be higher, there is enough data to showcase how time management can help students. Adding onto this, the same meta-analysis found that time management has a negative moderate relationship with distress. This suggests effective time management has the potential to significantly enhance one's quality of life. The final major detail of the study of note is the fact that time management's relationship with job satisfaction, which the researchers explain increases over time. This is good to keep in mind for first year students, as if they can build up time management it can be of great benefit for them in the future. Other research tends to continue this line of thought (Macan, et. al., 1990), that time management can be of great benefit to students, both in terms of their classes and beyond graduation.

The Science of What Works

A key principle into successful time management strategies is through use of the student's own motivation to get assignments done. Self-regulation is a term that describes the ability to control thoughts, desires, and behaviors in order to reach a long-term goal (Wolters, et. al., 2017). For example, a student putting off going out with friends in order to get an assignment

done. Studies have shown that when students are able to set aside time to focus on schoolwork, and take charge of their own education, the better off they will be in terms of less procrastination and achieving their academic goals (Wolters & Brady, 2021; Wolters, et. al., 2017). Thus, fostering self-regulation in students, empowers them to manage their time more effectively. Another added benefit is that it also enhances their academic success by decreasing procrastination and increasing the rates of achievement of long-term goals.

There are many strategies that can be implemented to strengthen self-regulation in students, thus enhancing student's time management and, in turn, benefit students. The best way to do so is through increasing the students' motivation to complete their work (Bembenutty, 2009). Going back to the example where the student puts off a social event to get their work done. Their social event acts as motivation to get their work done, as they can only attend the social event if their work is completed. The issue with college is that it requires the students to find motivation on their own, as they are in charge of when they get things done. What has been found is that delayed gratification, the idea of dismissing the immediate gains for a larger gain later on, self-efficacy, a person's belief in their abilities, and rewards can all be useful in increasing motivation for the students (Bembenutty, 2009; Ly et al., 2019). It is through incorporating these strategies that students are able to develop intrinsic motivation to better regulate their behaviors, thus largely improving time management and academic performance.

Finally, procrastination is one of the biggest aspects of why students can't manage their time. There are many reasons behind why people procrastinate on work that needs to be done; fear of failure, poor self-regulation, and low self-efficacy, are all commonly thought to be reasons for procrastination (Abrams, 2022). As mentioned previously, self efficacy can provide a good way to increase motivation to get work done (Bembenutty, 2009). Another researcher

looked specifically at how the role of self efficacy and hope plays in procrastination (Tripathi, et. al., 2015). Their findings largely match what has been stated previously, that self-efficacy can provide motivation for a task, and thus limit procrastination in completing said task. The more interesting part was that the more hope a student had the less they would procrastinate. The researcher's attribute this to previous findings by Folkman and colleagues that found that problem solving abilities and positive thoughts regarding events (hope) are associated with improvements in more positive outlooks and thus better outcomes for the individual (as cited in, Tripathi et al., 2015). This shows that increasing a student's belief in their abilities and their hope can have major impacts on the student's ability to complete assignments and greater academic success.

The Specific Strategies

Another study of note looked at short versus long-term time management. In the study Britton and Tesser (1991), defines short-range planning as planning out each day, while long-range planning is defined as thinking of items in terms of a relatively wide time window, such as college terms, month, etc. Through surveying college students, they found that short-range planning predicted grade average better than long-term. This means that the students who reported using short-range planning had a better chance of getting the grade they desired. Showing that short-range planning, such as lists and goal setting, can help students achieve desired goals. This ties into research done on specific time management strategies, and, in particular, determining which ones are the most successful.

Some common and simple ways for students to work on building up time management strategies were brought up by Cunningham (2017) in a recent article. These strategies look at planning ahead of time through use of a calendar or planner, developing routines that suit

individual lifestyle choices, breaking large assignments into chunks, and studying in short periods of time. Most of these strategies are ones that have been talked about for years as helpful and useful ones to help keep people on track in terms of their daily activities and events, with this article being one of many to promote their usefulness.

Study Strategies

Rising levels of stress in college has been a key concern for many researchers, faculty, families, and students. One key aspect of the intensity of stress in college is exams and tests (Appendix B). Largely it comes down to the amount of information students are expected to memorize and apply to scenarios, and the struggle to retain information for final exams (Appendix B). Thus, there has been a vast amount of research into what can be simplified as the best study strategies and techniques for college students.

A key study in this pursuit of understanding how to retain information for longer periods in time was by Craig and Tulving back in 1975. The paper consisted of ten experiments, all looking at what environmental factors can change the way information is stored in memory. Essentially, the study largely found one key aspect to ensure people would remember information given to them; elaborative rehearsal. This refers to when the person, or student, thinks about the meaning of information rather than any other characteristics, such as phonetic structure and applies this new information to what they already know, or previous information. For example, having the student apply the process of a chemical reaction to what they know about the baking process, such as the idea that once a reaction occurs it can be impossible to separate the elements. Similarly, once baking is complete it's impossible to fully separate the ingredients into their original forms.

A more recent study continued this idea that thinking deeply about and connecting new information to previous information makes it stick longer in your memory. In his study, Balch (2005) asked undergraduate students to memorize 16 different psychological terms and their definitions but gave each student a different method to memorize them. These were examples of the term, a mnemonic, a paraphrase, or a repeated definition. Afterwards, each student was given a multiple-choice test to see which strategy acquired the students the highest grades. This research revealed that when students made examples of mnemonics it provided the best boost to their grade than simply repeating the definition or paraphrasing it.

This effect is largely due to the structures and connections made between connections in the brain. In Bird and colleagues' (2015) study regarding elaborative rehearsal and brain regions, they had participants, for one part of the study, rehearse a list of words while in a MRI machine to see which parts of the brain lit up when encoding the information. They found that the amount and strength of the connections related to how much the participant could remember post break. What this means is that brain regions help strengthen connections between new experiences and existing knowledge. This suggests that a good way to encode information is to connect it to what you already know, thus building a strong connection.

Another key aspect of studying is the idea of taking breaks and spacing out studying. The most infamous example of this spacing effect comes from Ebbinghaus, who became known as the man to carry out a long-term experiment on himself when he looked at how long it would take to learn, or memorize, a list of over 2,000 nonsense syllables. Ebbinghaus found that information would quickly be forgotten within 24 hours (roughly 2/3rds of the information to be precise) (Plessis, 2023). This study later became a foundation to how researchers study memory and led to the idea of working versus short term, versus long term memory. And this study is still

being replicated today, with similar results being showcased as well. Murre and Dros (2015) found this phenomenon in their replication of Ebbinghaus's experiment, though with more variability in the timeline of forgetting information. This suggests that forgetting information is not a simple pathway, and that sleep and time of day when memorizing information can play a role in the forgetting process. Specifically, Murre and Dros postulate that the amount of sleep one gets could potentially slow down the forgetting process.

Finally, the last bit of research focuses on the idea of spacing out studying over longer periods of time. This also ties in with the idea of self-regulation in that for students to space out their studying, they will need to be able to plan ahead and be motivated in sticking to a study schedule. A study by Kornell (2009) looked at the effect of spacing out studying with a set of flash cards versus one study session right before a test. The findings largely correlate with other studies into spacing, that the majority of students (90% to be specific) saw higher grades on the test than those who did all of their studying in one session. The interesting detail here is that most students, even after the first study session, believed that cramming before the exam would still be the best option for studying. This showcases a disconnect between what students believe is effective and what is effective. Other studies have shown similar results in terms of spacing versus massed cramming in terms of memorization for tests (Appleton-Snapp et al., 20005; Benjamin & Bird, 2006). Overall, it could be helpful for students to understand that spacing out studying over multiple time periods is much better than trying to do all a student's studying in one time period.

The Crossover of Time Management and Studying

It is also important to understand that a large majority of the research applied to time management can also be applied to study strategies. To elaborate, in order for study strategies to

be fully effective, the student needs to have the motivation to want to succeed. After all, a student could have access to the best study strategies and know what to do, but if they never take the steps to implement them into their daily lives then the student won't see any benefits. Thus, the research discussed earlier on increasing motivation through delayed gratification, increasing self-efficacy, and rewarding wanted behavior still stands for study strategies. In addition to this, the research regarding study strategies and self-regulation also apply here as well. Researchers are investigating how self-regulation affects how both students and teachers learn and develop. One study by Davis and Gray looked at how self-regulation can benefit students (2007) and suggested that students who take control of their learning, set goals and monitor progress on them, reflect on outcomes of assignments and tests, and are more intrinsically motivated to learn and develop, tend to achieve higher outcomes than those who do not. Suggesting that the more willing a student is to put in the effort to learn the better they will do. Overall, Davis and Gray put forward the idea that to best help students achieve, teachers and students need to strive towards independence, competence, and higher motivation. All of which are dependent on the student's own self-regulation abilities. This research should be taken into account and added in this section to fully create a good view of the best ways to ensure students are studying information in the most logical way to ensure the information sticks in their minds.

Mental Health

In recent years, the United States has seen a shift in focus towards mental health, as stress rates and mental health issues increase (Appendix B; Abrams, 2022; Gordanier et al., 2019; Kirsch et al., 2014; Shatz, n.d.; Voelker, 2003). This also includes the stress of college students. As previously mentioned, the transition to college can induce large amounts of stress in first year students, as they experience significant amounts of change in their daily lives (Appendix B).

Thus, it makes sense to say that the majority of college students experience some amount of issue with mental health in their experience with college (Appendix B).

The State of College Students Mental Health

It is one thing to say that student mental health is of concern, but in order to understand how to help fix the problem, it is crucial to understand how serious the situation is. One article looked at both what university employed counselors have been experiencing and first hand reports of students (Schwartz & Kay, 2009). Research has largely reported a steady increase in the amount of students who are seeking counselors. This adds to the growing concern that many are facing increasingly severe mental health issues. Largely finding that the amount of students looking for counseling has been increasing over time, particularly concerning is the fact that students are appearing to be dealing with more and more serious mental health problems. The students said much of the same, with many students reporting high amounts of anxiety and depression. Even more recent studies showcase a similar trend with increased amounts of students seeking mental health treatment (Abrams, 2022).

With many universities offering on site mental health treatment facilities, or at least counseling services, many people assume that these are enough to help treat and aid students through crisis. However, research is quickly realizing what many students already have, that these treatment facilities are overwhelmed with the amount of students who need help, and unable to properly offer the help the students need (Abrams, 2022; Voelker, 2003). Thus, universities trying to offer help for students do not properly fund and staff these facilities in order to provide the aid needed. Thus there is a lack of resources for students leading to less availability to help the students.

There are other issues that contribute to the mental health problem within the college student population. The biggest issue is the substance abuse present in most universities; from smoking to alcohol use. Many studies look to this as a source of mental health issues, as some sources report up to 30% of college students meet the criteria for alcohol use disorder (Abreams, 2022). Substance use can lead to a variety of mental health problems; from depression, to substance use disorders, and more (Welsh, et al., 2019). Thus, research has looked into risk factors to identify who treatments should target in order to help those most impacted. Largely alcohol use is 'normalized' among college students, essentially being labeled as a normal college experience, but other risk factors include being in fraternities or sororities, binge use, poor academic performance, low perception of risk of addiction, and peer influence. These are all good to keep in mind when informing students about mental health, as if they are informed of the risk they might be more careful in avoiding the addiction in the first place (Cook., 2007).

How to Help Students

With all the previously discussed information combined, identifying the most effective and practical strategies for supporting students in terms of mental health is essential. Research has looked into many ways over the years and have landed on a few different options to best accommodate as many mental health problems as possible. Some ways include group work or recovery programs, faculty intervention, increasing public knowledge via classes and seminars, and peer support.

To start, group therapy has become a very popular option, as it allows students to connect with peers and gain more social support. Allowing them to feel more accepted and related to as well as decreasing the social stigma of mental health concerns and seeking treatment (Schwartz & Kay, 2009; Abrams, 2022; Hefner & Eisenberg, 2009). Referring back to the discussion of

substance use and abuse, many people look to recovery programs as an effective strategy for those with substance use related problems to get help and seek acceptance by the community.

This is also related to classes and courses that universities can offer to increase the common knowledge about mental health and accessing mental health services. These courses can be personalized to the university's own services offered or be more general and discuss mental health in the broad picture and work with students on general coping skills and other ways to increase mental health awareness (Cook, 2007). These types of programs work by largely increasing awareness on campus and ensuring students are given ways to help deal with their mental health on their own terms. Thus giving students a sense that they do not have to suffer and help is available, as well as giving them the confidence to deal with mental health crises when they start happening. Allowing students to prevent a mental health crisis before it happens can improve their confidence and prepare them for their future careers.

Another popular option for mental health treatment related to the idea of making students more comfortable talking about their mental health in the first place. Dubbed 'the first line of defense,' many researchers highlight the use of faculty and staff to help students identify and seek help for mental health related concerns (Abrams, 2009). This assumption operates under the idea that faculty and staff are able to form connections and identify each student they have in class and create bonds with each to allow students to feel comfortable discussing mental health concerns. However, this is potentially an impractical solution for some universities and might be unable to show substantial progress on a large scale. Given the time commitments and effort it would require on both faculty and staff, it is likely there would only be small scale impacts, helping only smaller numbers of students

While talking with and being comfortable with professors might not be the best option when looking at how to best help the majority of college students, there is a more practical solution for many students. Student-to-student based programs differ from group therapy in that in these programs there is no counselor or therapist leading discussions or giving out homework. Instead these programs connect students in the idea that students will help each other out (Kirsch, et al., 2014). These groups can offer study help, monitor substance abuse if needed, encouragement and confidence, and social acceptance. All of which can greatly contribute to one's mental health. The only negative aspect with these types of programs is the lack of research on them, which casts doubts onto the generalizability of the findings. Despite this limitation, the case studies do point to these programs working for many students.

The Findings

A significant portion of this thesis project was the planning and collection of firsthand reports of time management, study strategies, and mental health experiences of upperclassmen to see if the research matches the current college experience. The study was designed to ask students to think back on their college experience thus far and offer a look at what their college experience has taught them. The study began with a survey being created with questions made to target both of these goals (Appendix A). Once this was made, and the Institutional Review Board approved of the research, the survey was given out to upper class undergraduate students. Overall, 19 reports were recorded from different upper division psychology courses and CSU's Honors Program. Detailed reports of participant demographics were not reported to ensure participant anonymity. Data collection ran for two weeks in the spring semester. Participants were instructed to not answer questions if they felt uncomfortable, resulting in different response numbers for different questions.

Results

The results of the survey largely confirm the information presented in the literature review. This is shown best in the sections regarding time management and study strategies. For example, research suggests that students are better able to manage their time effectively when they feel more confident about themselves and their abilities, or have high self-efficacy. This is shown in the study as, located in Appendix B, students responded that not only does their most used strategy work well for them, but that they also work to get the goals the students desire. As well as the fact that some of the best suggestions to boost time management skills, such as planners or schedules, are ranked highly by students as ones they actively use. Therefore showcasing that many upperclassmen undergraduate students are aware of and actively use strategies that work. And often find success in doing so.

Another part of the survey asked about student's study strategies and found that the majority of the students surveyed tend to use strategies that utilize elaborative rehearsal (Appendix B). With options such as creating quizzes, and study groups being used often by most participants. However, the one study strategy that got the most votes was reviewing notes. This is not a form of elaborative rehearsal, as just rereading notes or skimming over them before a test does not make the individual think more deeply about the material, thus leading the information to not be encoded in long term memory. Thus, showcasing a disconnect in some of the best study strategies not being effectively utilized by students. However, when discussing study strategies, it was found that the vast majority of the participants agree on the usefulness of taking breaks and not studying throughout the night instead of sleeping. With the average answer for both questions being 8.83 and 8.58 respectfully on a scale of 1 to 10 (Appendix B). As well, the majority of participants also do report taking breaks while studying. This reveals that the

majority of students do understand the importance of taking breaks and utilize them throughout their study periods. Overall, the survey revealed that while many students do use empirically supported study strategies, they do not use them as their main ways of studying. However, some students are able to report that their most used strategy does work for them and gets them their desired outcome, showcased in the average rating being a 7.42 on a scale from 1 to 10. While this is interesting to note, there are areas for improvement, as clearly not every student is satisfied with the outcomes of their study strategies. Thus, demonstrating the need for students to learn what scientifically works so they can start adapting the strategies into their study habits.

The final part of the survey was meant to focus on students' mental health experiences, highlighting students' awareness of and access to mental health services. However, it is of note that both the research and students point out how current mental health facilities on college campuses are overworked and understaffed, with students reporting high levels of difficulty accessing mental health treatment (Appendix B). Students report not knowing where to look for treatment, never hearing back from places they have reached out to, and not having time or money for treatment. Largely the monetary issues tend to be the biggest reason, which does make sense as treatment without insurance covering it can be in the hundreds of dollars for an hour long appointment. The biggest part of the survey was that 80% of the participants responded yes to if they have ever struggled with mental health while in college, a statistic that does match up with the prior reported research. However, the survey also asked about struggles prior to college, with the majority of participants also reporting they did experience mental health difficulties before ever coming to college. Thus, showcasing the need for incoming first year students to know how to access mental health treatments and be able to get the help they need as soon as possible after transitioning to college.

Limitations

There were many limitations of this study that are important to address. While the study gives a good look into the undergraduate knowledge on the three areas, there were limitations in the number of students who completed the entire study. While 19 people started the survey, most questions received around 10 responses, showing that many people choose to skip over questions or end the survey early. There were also some questions that could have been more refined in order to better relate to the current knowledge pool, such as asking about procrastination habits and how students have found ways to avoid or mediate the effects of it. These issues do not invalidate the study as the study does match fairly well to current research, as well as providing good firsthand reports and thoughts on study and time management strategies and mental health.

Conclusion

Overall research has a good understanding of time management strategies, study strategies, and undergraduate students' mental health. Both academic studies and the survey has shown the differences and similarities between empirical documented studies and lived experiences collected for this project. Showcasing that there are numerous approaches of time management, study strategies, and mental health, and that both personal experiences and research show their effectiveness. Thus, it is increasingly important to ensure that this information is given out to students in a timely manner to best ensure that they may succeed in their academic career.

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Appendix A: Survey Items

1. On a scale from 1 to 10, how much do you believe the following statements
 - a. I believe that what works in college
 - b. Taking breaks during studying is important
 - c. Spending all night studying and not sleeping is not healthy
2. Do you study differently for each class?
 - a. Yes
 - b. No
 - c. Depends
3. If so, Does the way you study depends on what the course is
 - a. Yes
 - b. No
 - c. Not really (please explain)
4. If yes, How do you decide which study habits work for each class
5. If no, Do you believe your study habits are effective for each class? (meaning you get the grade/score you want?)
6. How do you go about studying for a test? Choose items in order of how likely you are to use them.
 - a. Go over notes
 - b. Read textbook
 - c. Go over/rewatch lectures
 - d. Create quizzes
 - e. Repeat information to yourself
 - f. Study groups
 - g. Teach information another person
 - h. Other
7. With test preparation, for how long do you study for a test
 - a. Start the week before
 - b. A few days before the test
 - c. The day of the test
8. On a scale from 1 to 10, does your test preparation strategy achieve the grade you want
9. Has your study strategy changed during your time at college?
 - a. If so why do you think it changed
10. Have you ever taken a class or watched videos on empirically supported study techniques
 - a. If yes, did it change the way you study
11. Do you take breaks while studying?
 - a. I try to take breaks whenever needed
 - b. I want or plan to take breaks, but end not taking them
 - c. I never take breaks
12. Have you ever stayed up all night to study for a test or work on a school project?

- a. Yes
 - b. No
13. If yes, do you believe it was worth it for the test or project
- a. Yes
 - b. Maybe
 - c. Not sure
 - d. No
14. What strategy do you use to keep track of daily tasks from most used to least used
- a. Reminders
 - b. Calendars
 - c. Canvas
 - d. To do lists
 - e. Schedules
 - f. Other
15. Did your time management strategy change going from high school to college?
- a. Definitely not
 - b. Probably not
 - c. Might or might not
 - d. Probably yes
 - e. Definitely yes
16. Does your most used strategy work for you
- a. Definitely not
 - b. Probably not
 - c. Might or might not
 - d. Probably yes
 - e. Definitely yes
17. If you would like, can you elaborate why you think your most used method does or does not work?
18. Have you ever struggled with accessing mental health services
- a. Yes no unsure
19. If yes or unsure, please rate the level of difficulty you have had: 1 star being extremely difficult and 5 being relatively easy
- a. I have no idea where to start looking for help
 - b. I have reached out to places but have not gotten results
 - c. I can not afford/don't have time to access mental health services
20. Please rank from most applicable to least; what reasons made accessing mental health more difficult
- a. Monetary issues
 - b. Insurance
 - c. Personal beliefs

- d. Availability of services
 - e. Unable to attend in person services
 - f. Other
21. Has anyone in your life encouraged you to seek out mental health services, if so who?
- a. Parent
 - b. Sibling
 - c. Other family members
 - d. Friends
 - e. Roommate
 - f. Coworker
 - g. Teacher
 - h. Boss/manager
 - i. Other
22. Throughout your college experience, have you struggled with mental health
- a. Yes
 - b. No
 - c. Not sure
23. Did you struggle with mental health prior to coming to college
- a. Definitely not
 - b. Probably not
 - c. Might or might not
 - d. Probably yes
 - e. Definitely yes
24. How much was your life impacted prior to seeking help (on a scale of 1, had a massive negative impact, to 10 had a massive positive impact)
- a. Academic
 - b. Personal life- friends/family
 - c. Personal life-internal thoughts and behaviors
 - d. Work
25. Throughout college have you had a friend or peer struggle with mental health
- a. Yes
 - b. No
 - c. Maybe/ prefer not to disclose
26. Why do you think mental health struggles are common (or thought to be in college)

Appendix B: Survey Responses

1. On a scale from 1 to 10, how much do you believe the following statements

Question	Average
I believe that what works in college	4.93
Taking breaks during studying is important	8.83
Spending all night studying and not sleeping is not healthy	8.58

2. Do you study differently for each class

Response	Percent Answered	Response Number
yes	50%	6
No	8%	1
It depends	42%	5

3. Does the way you study depend on what course it is?

Response	Percent Answered	Response Number
yes	60%	5
Not really, (if so explain)	40%	2

The explanations:

- Science/math I do more practice to study, art/history I more just review notes
 - Mostly in history/French lit courses, I don't have a good memory of how I studied for others
4. How do you decide which study habits work for each class
- a. Depends on the professor
 - b. I decide based on what information I need to know. (ie. concepts vs memorized terms vs figures)
 - c. If I'm not sure if some tactic will work, I try it out, sometimes to the point of receiving a good/bad grade on an exam. If it doesn't work, I pivot
 - d. Normally based on how much of the info I can retain first without studying. If I have a good grasp without studying I am not going to study as hard- if I can't recall things on my own I know I need to study
 - e. Trial and error
 - f. I look at the class content and if it's a class I am not the best at in general, I'll try to take good notes during lectures that will help in the future for exams. If it's a

class I feel confident in, I'll look over my notes and try to memorize important keywords

5. How do you go about studying for a test? Choose items in order of how likely you are to use them.

Order Ranking:	1	2	3	4	5	6	7	8
Go over Notes	6	3	1	1	0	1	1	0
Read Textbook	2	1	1	3	2	0	3	1
Rewatch Lectures	0	3	2	2	3	0	2	1
Create Quizzes	1	1	3	1	3	4	0	0
Repeat Information	3	2	3	2	1	2	0	0
Study Group	0	1	0	2	1	2	5	2
Teach Information to another	1	2	1	2	2	2	2	1

6. With test preparation, for how long do you study for a test

Response	Percent Answered	Response Number
I study a little bit over time	8%	1
Start the week before	8%	1
A few days before the test	75%	9
The day of the test	8%	1

7. On a Scale from 1 to 10 Does your test preparation strategy achieve the grade you want
- Average 7.42
8. Has your study strategy changed during your time at college?

Response	Percent Answered	Response Number
Yes it completely changed	38%	5
Yes but only a little bit	62%	8
No	0%	0

9. If so, why do you think it has changed?
- a. Depending on the class I'll study more/more in depth
 - b. I've gotten to know myself better and have more time to study in a way that is conducive to my needs

- c. Adapting to professors style of teaching
 - d. I do a lot more teaching others rather than cramming and straight memorizing
 - e. I didn't have to spend any time prepping for exams in high school; now I find I do better when I study, even if it's just slightly
 - f. I used to have a much better study habits, but as time went on, it progressed to doing it all last minute
 - g. I HAVE to study in college I didn't in highschool
 - h. There is a lot less I can do in college to do well on a test.
 - i. Figuring out the important stuff and not trying to remember everything
 - j. I did not study much in high school
 - k. During high school, I did not do much studying for tests. Once I got to college I knew that would not work and I needed to study. It was hard in the beginning since I didn't know how to study or had any study routines for exams
10. Have you ever taken a class or watched videos on empirically supported study techniques?

Response	Percent Answered	Response Number
Yes it completely changed	38%	5
Yes but only a little bit	62%	8

11. If yes, did it change the way you studied?
- a. No responses recorded

12. Do you take breaks while studying?

Response	Percent Answered	Response Number
I try to take breaks whenever needed	70%	7
I want or plan to take breaks but end up not taking them	20%	2
I never take breaks	20%	2

13. Have you ever stayed up all night to study for a test or work on a school project?

Response	Percent Answered	Response Number
Yes	40%	4
No	60%	6

14. If yes, do you believe it was worth it for the test or project

Response	Percent Answered	Response Number
Yes	0%	0
No	75%	3
Maybe	25%	1

15. What strategy do you use to keep track of daily tasks from most used to least used

Order Ranking:	1	2	3	4	5	6
Reminders	2	0	2	2	4	0
Calendars	1	3	3	2	1	0
Canvas	2	2	3	3	0	0
To Do Lists	3	3	1	1	2	0
Schedule	2	2	1	2	3	0
Other	0	0	0	0	0	10

16. Did your time management strategy change going from high school to college

Response	Percent Answered	Response Number
Definitely not	0%	0
Probably not	0%	0
Might or might not	20%	2
Probably yes	40%	4
Definitely yes	40%	4

17. Does your most used strategy work for you?

Response	Percent Answered	Response Number
Definitely not	10%	1
Probably not	0%	0
Might or might not	0%	0
Probably yes	60%	6
Definitely yes	30%	3

18. If you would like, can you elaborate why you think your most used method does or does not work?

- a. Keeping track of assignments using to do lists and planning with my calendar. Lets me know what I have to do for the week.
- b. I have ADHD and if I don't get little pop-ups for days in advance I will not remember
- c. Being a psychology student, I'm fully aware that my study techniques of rereading my notes are not the most effective. However, using this method, I almost always (like 95% of the time) get the grade I wanted, if not even better than I expected
- d. I am able to keep track of everything I need to do, and I rarely miss/forget to do something because of how I keep track of tasks
- e. Teaching others helps me recement the information and then transform into long term memory
- f. I LOVE checklists
- g. I legit cannot remember if it's not in front of me
- h. I'm good at memorization! So looking over notes multiple times works well for me

19. Have you ever struggled with accessing mental health services

Response	Percent Answered	Response Number
yes	70%	7
no	30%	3

20. Please rate the level of difficulty you have had: 1 star being extremely difficult and 5 being relatively easy

Prompt	Average
I have no idea where to start looking for help	3.07
I have reached out to places but have not gotten results	3.21
I can not afford/ don't have time to access mental health services	2.36

21. Please rank from most applicable to least; what reasons made accessing mental health more difficult?

Order Ranking:	1	2	3	4	5	6
Monetary Issues	2	2	1	1	3	0
Insurance	1	3	3	1	1	0
Personal Beliefs	2	0	1	2	3	1
Availability of Services	1	3	3	2	0	0
Unable to Attend In-person Services	2	1	1	3	2	0

22. Has anyone in your life encouraged you to seek out mental health services, if so who?

Person	Percent answered
Parent	67%
Sibling	33%
Other family member	33%
Friend	78%
Roommate	22%
Coworker	22%
Teacher	33%
Boss/Manager	22%
Other	11%*

*the other listed was partner

23. Throughout your college experience, have you struggled with mental health

Response	Percent Answered	Response Number
yes	80%	8
no	10%	1
Not sure	10%	1

24. Did you struggle with mental health prior to coming to college

Response	Percent Answered	Response Number
Definitely not	10%	1
Probably not	0%	0
Might or might not	10%	1
Probably yes	10%	1
Definitely yes	70%	7

25. How much was your life impacted prior to seeking help (1 being had a massive negative impact, 10 being had a massive positive impact)

Response	Average
Academic	5.13
Personal life (friends/family)	4.67
Personal life (internal thoughts and behaviors)	4.88
Work	5.63

26. Throughout college have you had a friend or peer struggle with mental health

Response	Percent Answered	Response Number
Yes	70%	7
Maybe/Prefer not to disclose	20%	2
no	10%	1

27. Why do you think mental health struggles are common (or thought to be) in college?

- a. Anxiety, stress, depression
- b. The academic rigor often leads to anxiety and burnouts, which can exacerbate mental health issues
- c. A lot of life changes, needing to deal w things on own, need to rely on self
- d. YES, I know a lot of people
- e. because college is needlessly hard and the payoff seems so far off. We're told to power through but then the powering through doesn't end.
- f. Stress of always having the pressure to be successful and the amount of work we get that's told is extremely important for our future. Also because we are starting to see the economy truly and realize that we are screwed with inflation

- g. Lot of major life changes
- h. It's a time where most students are starting to be independent so it can be somewhat hard to deal with their own problems