A SYSTEMATIC REVIEW OF THE EFFECTS OF DEPRESSION ON ACADEMIC PERFORMANCE IN HISPANIC COLLEGE STUDENTS

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Social Work

_____

by

Jonathan T. Gomez

Arthur L. Stone III

May 2025

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ABSTRACT

This research project proposal looked at the impact of depression on the academic achievement of Hispanic college students in the United States. Depression is a significant mental health disorder, as it affects emerging adults, particularly college students trying to find their way and understand the academic and social challenges that come along with attending college. Research in the past has established a strong relationship between depression and a decrease in academic performance. However, there have been a limited amount of studies addressing this correlation between mental health and academic performance among Hispanic college students, a growing demographic within higher education. Common stressors experienced by the Hispanic college student population such as cultural expectations, perceived discrimination, racial bias, and socioeconomic challenges, can lead to depressive symptoms being exacerbated thus negatively affecting academic success. This research project proposal would aim to fill gaps in the existing literature by exploring deeper into how depression affects Hispanic students' academic success while taking into consideration the intersectional identities and cultural influences of Hispanic college students. This research project's findings could help highlight the need for culturally competent mental health interventions and resources that could help create a more inclusive and supportive education environment for Hispanic college students.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

Problem Formulation

The focus of this study lies within commonly experienced problems, effects, and symptomatology of depression in addition to the potential impact of such effects on the academic achievement and performance among Hispanic undergraduate students attending Cal State University. The prevalence of depression has become increasingly evident in emerging adult populations. In 2019, 20% of college students reported being diagnosed with depression (Johnson et al., 2023). In a global study where respondents identified at what age they first felt so anxious or depressed that they could not continue their regular daily activities as they normally would for two weeks or longer, results were highest for those between the ages of 20-29 years old (Wellcome Global Monitor Survey, 2020). These results suggest that a significant amount of people across the world experience symptoms related to depression and anxiety for the first time as emerging adults. Various factors may contribute to these findings, such as young individuals' added pressure and challenges while sorting out their identity, ideals, values, and beliefs.

However, the increasing prevalence of mental health disorders is not solely unique to the emerging adult population(s). Results from the Global Burden of Disease Study (2019) show that anxiety and depression are among the leading mental health disorders across the world, as the estimated share of

people with a diagnosed mental illness in a given year was 3.8% for anxiety disorders and 3.4% for depressive disorders. In the United States, the estimated share of people with each mental illness in a given year was 5.7% with anxiety disorders and 4.4% with depressive disorders (Global Burden of Disease Study, 2019).

Conversely, past studies have found that the presence of depression and heightened severity of symptoms is more frequent in older generations than in younger populations, however, this may be a result of comorbid factors associated with aging such as physical disability, cognitive impairment, and lower socioeconomic status (Blazer, 2003). Furthermore, evidence suggests that when these factors are controlled, there is no relationship between depressive symptoms and age (Blazer, 2003).

The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM–5; American Psychiatric Association, 2013) defines depression as the presence of feelings of sadness, emptiness, or irritability, accompanied by bodily and cognitive changes lasting at least 2 weeks that significantly affect the individual's capacity to function. Other known symptoms commonly experienced include relatively low mood, energy, interest, motivation, and activity. Contributing factors to widely diagnosed mental disorders in younger populations, such as anxiety and depression, include long-standing systemic barriers that hinder growth, learning, and opportunity. Additionally, the COVID-19 Pandemic has resulted in a wide variety of adverse effects on communities worldwide, particularly emerging

adults who did not experience the typical socialization process of high school. Lack of social interaction, isolation, and life experience is likely to induce lower levels of confidence and self-efficacy, thus resulting in thoughts and feelings related to depression (Son et al., 2020).

Data collected by the United States Department of Education shows a 126% increase in Hispanic college student enrollment since the year 2000 (McFarland et al., 2017). In addition to the rapid rise of Hispanic students pursuing higher education, these students must also navigate the many commonly experienced struggles, stressors, and challenges of the emerging adult population. Challenges frequently faced by Hispanic students attending college can vary by a wide degree but often include the process of self-discovery, independence, developing autonomy, cognitive dissonance, discrimination, marginalization, and financial hardship (Cavazos et al., 2010). These added stressors of an emerging adult combined with the common college students' experience are likely to negatively impact overall mental health, particularly thoughts and feelings related to depression (Cavazos et al., 2010).

Purpose of the Study

The relationship between mental health and academic success has been thoroughly analyzed and prior research has determined that depression has a significantly negative impact on a student's academic success (Eisenberg et al., 2009). When discussing the demographics of student populations in college, the influence, and co-occurrence of intersectional identities forming must be

observed to understand the effects of racial diversity, age, and sex between young Hispanic students and how these challenges may impact academic performance while managing one's thoughts, feelings, and behaviors. The purpose of this study is to examine the effects of depression on the academic achievement of Hispanic college students. College students are tasked with navigating school systems and curricula while drawing upon their unique backgrounds, upbringings, and cultural identities as they interact with other students and faculty via in-class lectures, discussions, activities, and projects. Results may indicate significant relationships between mental health disorders and performance. The implication of these findings may offer opportunities to further analyze potential relationships between depression and academic performance in future research studies.

Significance of the Project for Social Work

Thoughts, feelings, and symptoms of depression are likely to negatively impact several aspects of a person's life. These changes are often evidenced by disengagement in activities of daily living (lack of personal hygiene, poor diet, neglecting self-care), fluctuating mood states (agitation, fear, anxiety, hopelessness), self-isolative habits, and social withdrawal. Studies have shown that symptoms of depression can also affect an individual's academic performance. A study analyzing the relationship between self-reported depressive symptomology and academic performance in college found conclusive evidence that there is a significant, negative relationship between

depression and academic performance; students presenting with moderate levels of depressive symptoms demonstrated lower performance within academic environments compared to those with normal and minimal levels of depression (Evans, et al., 2018).

   While much progress has been made in recent years concerning mental health awareness and public outreach, a great deal of stigma and misrepresentation remains attached to corresponding mental health care services, particularly among younger populations. To close this perceptual gap around mental health, educators, providers, and professionals alike are tasked with engaging diverse communities and spreading awareness through conversation and intervention. The information gathered from this study will allow the researchers to critically analyze empirical data and ultimately grow the existing field of literature which continues to grow with the population of interest. Future researchers are tasked with continuing to qualitatively analyze the relationships and patterns between mental health disorders and academic achievement in Hispanic college students. As such, stakeholders sure to benefit from this research include the students, academic instructors, faculty members, professionals in the field, legislators, policymakers, and many more.

   The essence of social work lies in empowering people to take control of their lives and to improve their quality of life. This research study aims to identify the impact and implications of depression and in doing so will highlight areas for potential improvement and treatment. Assessments and mental health

examinations typically gather the relevant information and may identify appropriate courses of action. In turn, researchers must continue to monitor, analyze, and prepare for the ever-changing nature of mental health. Research provides crucial evidence and substantial insight into the effectiveness of particular treatments and interventions and thus serves as a guide for practitioners and care providers. The findings from this study are of significant importance for the academic community and Hispanic population attending college by raising awareness of the effects and relationship of mental health on a student's ability to perform and succeed in college.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Depression and academic performance are two significant factors that influence the well-being and success of a significant number of college students. Understanding what both depression and academic performance are and what they entail is important to look at when trying to understand the relationship between these variables for developing effective interventions and support systems within educational systems. This section aims to define depression and academic performance, as well as examine how these variables are defined in studies involving college students, evaluate the reliability and validity of the methods used, and discuss arguments for and against their relationship.

Depression

Depression is widely recognized as one of the most common mental illnesses across the globe (Global Burden of Disease Study, 2019). The effects of depression are known to vary by a wide degree, with frequently experienced symptoms including lack of motivation or willpower, feelings of sadness, fatigue, or low-mood states. Because symptomology largely depends on the individual and the severity of their depression, it is difficult to wholly define depression and any cascading effects the mental illness may have on an individual's health and well-being (Johnson et al., 2023). As depression is one the most common mental

illnesses across the globe, it is only right to highlight the significance and seriousness of the issue among college students. Also, highlighted the other factors that influence students' mental health and contribute to students' feelings of depression, such as 24% of college students reported being diagnosed with anxiety, 11.9% with panic attacks, 3% with a substance abuse or addiction disorder, and 4.6% with other MH conditions (Johnson et al., 2023).

There are many different risk factors for depression and mental health concerns among college students. In 2019, the ACHA (2019), reported that only 2% of college students had no stress within the past 12 months of their lives. The rest of the percentages varied among different stressors and risk factors, 45% of students reported having more than average stress that they felt was either difficult to manage or traumatic within the past 12 months (ACHA, 2019). The several other stressors that college students faced within their past 12 months were caused by academics (51%), family problems (32%), social relationships (31%), finances (36.9%), personal appearances (33%), sleep difficulties (35%), and mental health issues faced by their family & friends (Johnson et al. 2023). In the year 2019, 16% of students consumed seven or more alcoholic beverages since the last time they had a social gathering, and 11.4% stated that they used prescription medications without a proper prescription within the last 12 months (ACHA, 2019). Additionally, findings revealed that 65% of students started using stimulants during college, with 52% starting on sedatives and 39% on painkillers (Johnson et al. 2023). The same

study highlighted that 39% of students admitted to misusing non-prescription drugs for various reasons, such as recreational use, pain relief, and anxiety management, leading to consequences such as depression, memory impairment, and remorseful behaviors (Johnson et al. 2023).

Depression Among College Hispanic Students

When looking at depression amongst college Hispanic students, it is important to first take into account how large the Hispanic population is in the United States. Around 67 million Hispanics make up the United States, which is 19.1% of the total population (United States Census Bureau, 2023), and are the largest ethnic minority group in the U.S. (Schwartz et al., 2020). With the large numbers of Hispanics in the U.S., it is only right to analyze how many Hispanic individuals are attending colleges and universities. According to Arbona et al., 2022, a significant number of Hispanic students attend colleges and universities, and the number of Hispanic students attending college is growing rapidly. This rapid rate of growth can be highlighted by the statistics of Hispanic high school students seeking higher education, which increased from 32% to 47% from 1999 to 2016 (Schwartz et al., 2020).

As there is a great number of Hispanic students attending colleges and universities, there is also a significant number of those students who do not graduate with a bachelor's degree (Arbona et al., 2022). The big jump in college enrollment of Hispanic students (13%) from 1999-2014 was higher than that of both African American (8%) and White Students (5%) (Arbona et al., 2022). Still,

in 2015, only 20.2% of Hispanic students aged 25 and above earned a bachelor's degree compared to 30.7% of African American and 44% of White students (Arbona et al., 2022). Showing that even though there are more Hispanic students attending colleges and universities there could still be many challenges they are facing that may impact them in finishing their degree.

Some of the challenges that Hispanic students in college and universities could be facing that impact them negatively in obtaining their degree are discrimination, perceived academic disadvantage, socioeconomic stress, psychological distress, academic difficulties, cultural adaptation, etc. (Arbona et al., 2022). One particular issue is the impact of depression on Hispanic students (Schwartz et al., 2020).

There have been significant findings that highlight the differences between mental health, primarily depressive symptoms, of Hispanic students and those of other ethnic minority groups. Research has shown the difference in mental health outcomes between Hispanic students and other ethnic groups, with depressive symptoms being more common among Hispanic Students, particularly girls (Schwartz et al., 2020). Hispanic girls are more likely to experience suicidal thoughts compared to White peers, but this mental health disparity does not fully extend to all Hispanic college students (Schwartz et al., 2020). The overall well-being of Hispanic students internalizing and externalizing symptoms is similar to students from other ethnic backgrounds (Schwartz et al., 2020).

Nonetheless, recent research emphasizes the unique stressors that Hispanic students may face. Such as society framing Hispanics as a threat to the country, combined with the challenge of balancing their cultural heritage with mainstream U.S. culture can lead to cultural stress (Meca et al., 2021). Cultural stress can interfere with the identity development of Hispanic college students, further contributing to mental health challenges that include depression (Meca et al., 2021). According to Meca et al. (2021), particular stress factors such as bicultural stress, perceived discrimination, and negative social contexts have been linked to greater confusion around personal identity for Hispanic students and can increase the risk of engaging in harmful behaviors, such as substance abuse, and lead to more depressive symptoms. The significance of depression, combined with cultural and social pressures, that Hispanic college students face highlights the importance of access to mental health resources to support students in addressing these challenges in hopes of leading to greater overall academic performance and personal success.

Screening and Measurement of Depression

Garcia et al. (2023) conducted searches of PubMed, CINAHL, Embase, and Cochrane databases looking for best practices for screening depression by analyzing a total of 775 studies and 17 articles. Garcia et al. (2023) found that best practices for depression screening are universal-based screening beginning at freshman orientation and continuing at least yearly thereafter, brief and electronic-based assessments as appropriate screening methods, use of PHQ-2

and/or PHQ-9 screening tools, and the importance of an adequate campus treatment and referral process for students who screen positive. The in-depth analysis that Garcia et al. 2023 conducted, helped to identify the most common and best practices for screening depression and highlighted the most common methods for researching depression for college students. Utilizing screening tools such as the PHQ-9, a self-administered questionnaire (based on the DSM-IV) that can have a dual purpose in that it can both establish depression diagnoses and grade symptom severity (Kroenke, 2001), helps to find reliable estimates of depression among college students through data and is needed to help explore patterns of depression among college students (Satinsky et al., 2021).

Academic Performance

The definition and the measurement of academic performance can be defined in a multitude of ways. Academic performance encompasses a multifaceted evaluation of educational achievement, misconstrued by various interpretations and measurements. The question of how to define academic performance is a constant topic on whether to measure through metrics like GPA or letter grades (Kirschner & Karpinski, 2010). Factors like study time further complicate the picture, prompting considerations on the duration, intensity, and frequency of observations (Wang et al., 2023). Academic performance differs not just between educational institutions but also across regions and nations, posing a challenge to establishing a universally applicable definition. The diverse

operational definitions of academic performance hinder cross-study comparisons, drawing special attention to the need for stability in measurement methods.

<u>Screening and Measurement of Academic Performance</u>

Two different measurements utilized to measure academic performance are the GPAs of college students (Kirschner & Karpinski, 2010) and grades as a measurement to look at the difference in central symptoms between students with different academic performances (Wang et al., 2023). Kirschner & Karpinski (2010) & Wang et al. (2023) studies were two examples of the posing challenge to establish universally applicable definitions and measurements to understand how to assess academic performance among students, particularly college students.

Although there is not a universally applicable definition for academic performance there is one prominent definition and means to measure academic performance and that is through students' GPAs, as it is the most common method in assessing academic performance across studies (Bisson, 2017). As students' GPA is a standard that is judged by future employers and universities to assess whether students are suitable for employment opportunities or accepted into graduate or doctoral programs, it plays a pivotal role in why GPA is the most commonly used measurement in assessing academic performance (Richardson et al., 2012). GPA does have limitations such as reliability and validity because of grade inflation and grading differences across universities, but even with all of those limitations, there is still no other means of measurement

that rivals GPA (Richardson et al., 2012). GPA is usually measured by asking students to report their grade point average (Bisson, 2017).

<u>Depression and Academic Performance Amongst College Students</u>

The literature on depression and academic performance relationships among college students highlights significant challenges in defining and measuring both depression and academic performance. Depression is a prevalent mental health concern among many college students as it has many manifestations consisting of various risk factors, symptoms, and stressors that impact everyone on an individual level, making it sometimes challenging to define and understand its effects on academic performance (Johnson et al., 2023). Even though it is sometimes challenging to define and understand the effects of depression on academic performance, the effects of depression on academic performance are significant and have been looked at before, and results have found academic performance to be highly associated with depression (Wang et al., 2023). It has been found that another risk factor such as academic pressure can be linked to mental health problems like depression, anxiety, and stress due to students fearing having poor grades, taking exams, the guilt of making mistakes in assignments, and lack of subject proficiency (Wang et al., 2023). With the prevalence of depression and other mental health challenges on student's academic performance, there is still a stigma around students seeking mental health services (Johnson et al., 2023). When students do not seek mental health services it usually leads to lower levels of academic

performance and higher dropout rates among college students (Johnson et al., 2023).

Symptoms of depression play a key role in academic performance as they negatively impact students' ability to function properly (Bisson, 2017). Some examples of depressive symptoms that hinder students' ability to achieve in their academics are sleep disturbances, fatigue, loss of interest, and sadness (Bisson, 2017). These symptoms affect students by not allowing them to put their full attention to their academics, keep ahold of the information they are learning in classes, or be successful in their classes (Bisson, 2017). Academic performance is highly affected by depressive symptoms and ultimately can lead to students' grades and GPAs being affected negatively.

With 20% of college students reporting that they were diagnosed with depression (Johnson et al., 2023), the connection can be made that most of these students are struggling in some capacity with their academics, and their performance within academics has been affected negatively. (Wang et al., 2023). Students in college are twice as likely to have depression compared to the normal population and this is most likely due to built-up anxiety and stress because of students' fear of having poor grades, failing/taking exams, etc. (Wang et al., 2023). When looking at depression among PhD students and comparing that to normal students it is more prevalent (Satinsky et al., 2021). Satinsky et al. (2021) highlighted that 24% of PhD students had clinically significant symptoms of depression. Across other majors, there were also significant differences in the

rates of those facing symptoms of depression as medical students were at 27%, and resident physicians, and postdoctoral research fellows were both at 29% (Satinsky et al., 2021). With the prevalence of depression affecting a wide range of students from undergraduate to doctorate programs, it is important that this systematic review addresses and updates the effects of depression on academic performance, with the focus being primarily on Hispanic college students.

Gaps In Literature

A variety of limitations were encountered while conducting this research, with major factors including the length of time for this study coupled with limited sources of data. A review of the literature showed a gap for the Hispanic population relative to the impact of mental illness on academic performance. The low amount of supporting evidence for this specific population leaves the results of our findings susceptible to potential biases and, in turn, may threaten validity. As such, the results may not be an appropriate reference when generalizing or discussing a larger community.

The existing field of literature shows little supporting evidence for the impact of intersectional identities on life outcomes relative to mental health and academic achievement in Hispanic college students. The Hispanic college student population is composed of a wide variety of nationalities and subcultures. Among these diverse groups are First-Generation students tasked with upcycling these traits and cultural identities as survival mechanisms and stepping stones to new opportunities. This review aims to address this gap by drawing focus to the

need for multicultural competency and equitable social support moderators for Hispanic college students. Additionally, the rising rates of and prevalence of symptoms of depression among Hispanic college students calls for action among those responsible for facilitating the health, safety, and well-being of those attending college. The relationship and ranging effects of depression on a student's academic performance indicate a need for increased intervention and services provided by Hispanic-serving institutions. Common systems in place include campus health and wellness centers, individual counseling services, affinity groups, and traditional healthcare services.

Lastly, limited data specifically about mental health problems experienced by Hispanic college students suggests longstanding cultural stigma is to blame (Cavazos, et al., 2010). Deep-rooted misconceptions among Hispanics and mental health problems may deter those experiencing symptoms from seeking services. From a broader perspective, the lack of longitudinal studies conducted on the academic achievement of Hispanic college students leaves little insight into graduation rates and life outcomes by those suffering from depression. The Covid-19 pandemic is a more recent contributing factor to the health of many and a lack of evidence from this period leaves vulnerable populations susceptible to unforeseen circumstances in the near future. Future research will benefit from understanding how Hispanic college students engage with social support moderators on campus and in the community as well as the effectiveness of

these services. By studying these gaps in the literature, future researchers can adapt to meet the varying needs of a diverse population.

<u>Theories Guiding Conceptualization</u>

The writers relied on several theories to survey the connection between depression and academic performance among Hispanic college students. The importance of these core theories of conceptualization cannot be understated as they provide the framework and lens for understanding the effects of depression on academic achievement in Hispanic college students. The initial search was guided by Beck's Cognitive Model of Depression which focuses on the interconnectedness between schema, automatic thinking patterns, and corresponding emotions and behaviors (Beck, 2008). Jason, L. A., & Bobak, T. (2022) propose that Systems Theory provides an appropriate lens to better understand how one's environment can impact quality of life, as well as insight into interdisciplinary models of treatment.   The next major theoretical concept that guided the literature review process is the Biopsychosocial Model. The Biopsychosocial model combines biological, psychological, and social factors to explain how depression can negatively impact cognitive functioning and achievement in life (Lugg, 2021). In identifying effective interventions for Hispanic college students, the Social Support Theory provided emphasis on the importance of psychosocial functioning as a coping strategy for symptoms of depression.

Intersectionality

        A common theme throughout the literature review is the role of intersectionality and how it may contribute to the formulation of mental illness and further health problems. Introduced by Kimberlé Crenshaw, the concept of intersectionality draws focus to how multiple dimensions of an individual's identity can affect life experiences and outcomes (Columbia Law School, 2017). Varying aspects of intersectionality serve as fundamental qualities and character elements for the emerging adult population (Slaughter-Acey, et al., 2023). Slaughter et al. (2023) further state that emerging adults draw upon their unique backgrounds, upbringings, and cultural identities for social interactions and decision-making processes. These skills, lessons, and insights are expected to facilitate acculturation and socialization processes for young adults (Slaughter-Acey, et al., 2023). Cho et al. (2013) discuss the development of intersectionality and its implications in health-related research, highlighting systemic inequalities for students with marginalized identities. Research shows that common barriers faced by college students of color include access to resources, discrimination, and burdensome cultural norms, thus negatively affecting their sense of belonging and academic performance (Evans-Winters, 2021). A better understanding of both supporting and contrasting theories can ultimately assist clinicians and educators in the development of interventions to support Hispanic college students suffering from mental illness and systemic inequality.

CHAPTER THREE

METHODS

Introduction

The primary purpose of this proposed review is to further examine the

effects of depression on Hispanic students' academic performance and to identify

potential areas for improvement in terms of treatment and service options made

available to meet the unique needs of this student population. This proposed

review aims to demystify the symptoms and effects of depression to the impacted

communities as well as to call for action among legislators and public health

officials to assess the ever-changing needs of our student populations. This

section discusses the criteria and sources from which information was obtained.

Materials used to compile and gather research for this proposed study include

various technological devices providing access to online databases and libraries

such as laptop computers, mobile cell phones, and tablets. Systematic literature

review, analysis, and references were primarily taken from online journal articles

and subsequently applied and integrated throughout this proposed study as

sources of existing information in support of theories, theoretical frameworks,

hypotheses, and additional information in regard to this proposed study.

Eligibility Criteria

The inclusion criteria that were utilized to screen articles were peer-reviewed

systematic reviews, qualitative, or quantitative research articles published in

English, study participants were college students in undergraduate, graduate, or

doctorate studies, study participants who were taking place in the studies were Hispanic, and the research articles had to be published between the years of 2001-2024.

Exclusion Criteria

The exclusion criteria that were utilized to screen research articles were that we did not review any articles that were not in English, any articles that were published before 2001, any studies that did not specify any ethnic or racial background for the participants throughout the article, and any studies that focused on the effect of depression on academic performance on students before they were in college.

Information Sources

Our initial search was conducted on April 15th, 2024. It consisted of 1279 articles, PsycINFO with 152 articles, Pfau Library with 31 articles, Google Scholar with 987 articles, Social Service Abstracts with 11 articles, and PubMed with 98 articles. A follow-up search was conducted on May 5th, 2024, and the results were the same as they were on the initial search done in April. This proposed review would be further refined if this study were to be conducted.

Search Strategy

The search consisted of finding relevant studies related to depression and its effect on academic performance among college students. The search included studies published from 2001-2024 in PsycINFO, Pfau Library, Google Scholar, Social Service Abstracts, and PubMed. The keywords that were used in our

search consisted of combinations and different variations of multiple terms such as College Students (undergraduate, graduate, and doctorate level), Hispanic (Latino/Latina, Latinx, Spanish-speaking, Latin American, Chicano/Chicana, and Mexican-American), Depression (Mood Disorders, Depressive Symptoms, Mental Health Problems, Emotional Well-Being, Mental Illness, and Psychological Health) and Academic Performance (Educational Achievement, Academic Success, Learning Outcomes, Grade Point Average (GPA), Academic Outcomes, Grades, and School Success).

Study Selection Process

A screening process was conducted after our initial search through the databases to allow us to filter out articles that did not meet the inclusion criteria or fell into the exclusion criteria. After a brief review of the peer-reviewed articles' titles and abstracts, 1234 of 1279 were excluded, leaving us with 45 articles to analyze further. After this step, we moved on to further screening the articles and reading their entire article to examine if they met the criteria. After the entire process was done, we had 17 articles that would be included in our systematic review.

Data Analysis

A broad literature review was conducted based on specific criteria, keywords, and theoretical models relative to this question. The search process produced a wide-ranging set of literature that was screened by the eligibility criteria. A sum of articles was initially compiled and would be further refined by

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exclusion criteria and specificity to the key terms utilized in the search process. An adaptation of the data extraction tool designed by George and Laitano (2023) would be used to streamline the data collection process between the researchers by extracting relevant details from sources. Selectively, details including bibliographic data, publication information (including year), methodology, purpose, population and sample pool, interventions and treatment modalities, and other findings relative to the research question would be systematically sorted and analyzed by the researcher if this study was conducted.

<u>Protection of Human Subjects</u>

This proposed study does not involve human subjects. The systematic review relies on secondary data sources, existing literature, and theoretical frameworks. There are no direct interactions with individuals and no personal data will be collected or analyzed. The findings adhere to ethical guidelines for studies that do not engage with human participants, ensuring compliance with institutional standards and maintaining the integrity of the research process. As such, the study is exempt from the Institutional Review Board (IRB) oversight, as it poses no risk to human subjects and focuses entirely on the examination of existing scholarly works and data.

<div align="center">Summary</div>

Conducting this review involved a series of steps aimed at ensuring the credibility and validity of the findings. Firstly, the research question was carefully formulated to establish a specific and answerable objective: Does depression

have an impact on Academic Performance? Subsequently, a review protocol

was developed including eligibility criteria, methods, search strategy, and

analysis technique. A comprehensive literature search was then conducted

across a variety of sources and databases to identify relevant studies. The study

selection process was based on predetermined criteria and with the use of

keywords such as Depression, Academic Performance, and Hispanic college

students. Depression has become increasingly common among college students

(Johnson et al., 2023). Symptoms of depression, such as persistent sadness,

loss of interest, self-isolation, and feelings of hopelessness, can cause a variety

of cognitive impairments that may affect academic performance. Specifically, if a

student is feeling depressed and doesn't want to go to school for days or weeks,

then this may adversely affect attendance scores thus impacting overall GPA,

considered the most common measure of academic performance (Richardson et

al., 2012).

APPENDIX A

DATA COLLECTION AND EXTRACTION SPREADSHEET

Data Collection and Extraction Tool

This data extraction tool was adapted from George and Laitano (2023).

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Data Extraction Tool	
A. Person responsible for the extraction	
B. Bibliographic Data Author Year of publication of article Database where study was published Country of origin where study was conducted	
C. Methodology Type of research method used Aim/Purpose of study	
D. Population School demographics Participant demographics Number of persons involved Inclusionary criteria of the study Exclusionary criteria of the study	
E. Interventions Intervention type(s) Intervention category(ies) Number of Intervention(s) used Duration of intervention(s) used	
F. Results Overall research findings of study	
G. Key Findings Key findings that relate to the scoping review question	

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ASSIGNED RESPONSIBILITIES

This research proposal was a collaboration between Jonathan Gomez and Arthur Stone. Responsibilities were distributed equally.