



Part I: Follow-up Assessment Report Template

Date of Follow-up Report Submission: June 17, 2021

Name of Department / Unit: Health Promotion & Wellness

Name of Contact Person: Katie Bellamy

Name of Person(s) Completing Follow-up Report: Katie Bellamy

I. Follow-Up on Last Year's Assessment Report Recommendations

For the 2019-2020 academic year, Health Promotion and Wellness completed a learning assessment. The purpose of the project was to assess to what extent are students who participate in activities and services that increase knowledge and awareness of wellness able to describe strategies to take care of themselves and others. See below for a list of the recommendations that were and were not completed.

Recommendations that were completed:

- All existing presentations will be examined and modified (and future presentations created) to clearly state learning objectives and link them to the overall goals of describing strategies to care for themselves and others. This will be completed over the academic year, 2020-2021, and will primarily be conducted by the Graduate Assistant, Christine Augustin. Other collaborators may be professional staff (Katie Bellamy, Katrina Wagner) and peer health educators.
 - Christine Augustin completed a review of existing presentations and added a facilitation guide linked to the PAM. All presentations now include "HPW's 3-2-1" philosophy - clearly indicating that students should be able to identify 3 facts about the workshop topic, 2 strategies related to the topic, and 1 topic-related resource. Additionally, all workshops and presentations have a slide that includes HPW's main PAM areas of identifying strategies to take care of self and others to link each workshop/presentation to our PAM.
 - Christine Augustin continues to work on this area, working with the other graduates and professional staff in the office to create an HPW content library. This goal aims to have professional staff, graduates, and HEAT continue to use approved presentations that clearly link to learning objectives and the PAM.
- Ongoing surveying of students attending programming will be completed to continue assessing learning objectives. This will be conducted at the close of workshops and programming throughout the 2020-2021 academic year. The Graduate Assistant, Christine Augustin, and professional staff, Katie Bellamy, will oversee ongoing assessment of workshops and programs.

- This year's assessment project is a continuation of the project from last year. Each workshop/presentation was designed to have attendees complete a survey at the close.
- New staff, including peer health educators, will be trained to understand how their presentations and workshops clearly link with the program area map and concrete learning objectives. This will be facilitated by Katrina Wagner during peer health educator orientation and training in August 2020.
 - Peer educators are trained during the summer prior to the academic year beginning in the fall about HPW's services, mission, vision and goals. Peer educators learn about topic specific information as well as how to accurately provide support and referral to someone in need. Peer educators learning outcomes are tied to HPW's goals.

Recommendations that were not completed:

- Once transitioning to in-person programming, questions will be added to the survey, including: Have you attended HPW programs in the past, Did you find the size of this program to be conducive to your learning.
 - This was not completed as programming has not transitioned to in-person due to the ongoing COVID-19 pandemic. However, additional questions were still added to the survey, specifically related to the 3-2-1 strategy mentioned above.
- Surveying peer health educators on their comfort with facilitation, comfort with the workshop topic, and evaluating their facilitation skills are ideas for future assessment projects.
 - This goal was not completed due to the COVID-19 pandemic. As our services remained online, the office was more concerned with addressing the needs of our students that greatly revolved around mental health and well-being. While surveying HEAT and their comfort with facilitation and various topic areas may be included in the future, evaluating their facilitation skills based on the outcome of this learning assessment is not recommended due to staffing changes.



Part II: Annual Assessment Report Template: Learning
Academic Year: 2020-2021

Date of Report Submission: June 17, 2021

Name of Department / Unit: Health Promotion & Wellness

Name of Contact Person: Katie Bellamy

Name of Person(s) completing report or contributing to the project: Katie Bellamy

I. Abstract

Health Promotion & Wellness conducted a learning assessment designed to understand if students who participate in activities and services that increase knowledge and awareness of wellness are able to describe strategies to take care of themselves and others. This was a continuation of our department's 2019-2020 learning assessment. Data was collected from 77 unique students who attended HPW programming during Fall Quarter 2020 and Winter Quarter 2021 using a Qualtrics survey provided at the end of each program. Data was analyzed with a rubric based on quality and quantity of students' responses. Overall, 65 students successfully demonstrated overall learning with students demonstrating similar levels of learning related to self-care (n=72) and caring for others (n=75). These findings support next steps that include improving student presenter facilitation skills, assessing mode of facilitation (in-person versus virtual), and how we change presentations according to emerging needs of students.

II. Assessment Question

To what extent are students who participate in activities and services that increase knowledge and awareness of wellness able to describe strategies to take care of themselves and others? Additionally, how have findings to this question shifted, if at all, over the past year with virtual programming?

III. Introduction & Context

Project Overview

This assessment project utilized a rubric to analyze responses from 77 digital surveys given at the conclusion of health and wellness workshops and programs during Fall Quarter 2020 and Winter Quarter 2021. These workshop explored topics related to mental wellbeing, alcohol and other substances, and sexual wellbeing and violence. The surveys were created to assess the level of student learning relative to being able to describe strategies to take care of themselves and others. For the purposes of this learning assessment, the survey remained the same as the one used for the 2019-2020 learning assessment; the shift in approach was virtual programming.

Learning Outcomes Assessed

Students who participate in activities and services that increase knowledge and awareness of wellness will be able to describe strategies to take care of themselves and others.

Context for This Year's Report

The goals and needs of HPW includes increasing students' knowledge and awareness of wellness, and to be able to describe strategies to take care of themselves and others. The assessment project during the 2019-2020 year sought to examine if students are in fact learning what HPW aims to be teaching. A continuation of last year, this project directly relates to the University's strategic plan to "ensure a welcoming, engaging, diverse, and inclusive campus environment" and to "elevate academic excellence and embrace a culture of creativity and discovery." More specifically, the learning assessment this year seeks to examine how well one of our learning outcomes are and aren't being met via virtual programming, during a global pandemic. Student wellness is always crucial to academic success, and this year saw new levels of distress and mental, physical, emotional, and spiritual health crises. Ensuring students are learning strategies to care for themselves and others is essential to creating and maintaining a healthy student body and successful alumni. HPW seeks to provide consistent, evidenced-based programming and to adapt programming based on emerging needs and trends. Striking this balance requires ongoing evaluation. Further, efforts to educate on wellness strategies are targeted to all students, promote social justice and health equity, and work toward institutionalized beliefs and actions regarding wellbeing and academic success.

IV. Data Collection & Methodology

Population and Sample

This assessment project focused on the population of students who participate in activities and services that increase knowledge and awareness of wellness, specifically virtual programming this year as all programming was virtual. All students attending HPW workshops and presentations (Sexual Health and Healthy Relationships workshops/presentations; Sexual and Relationship Violence workshops/presentations; Alcohol and Other Drugs workshops/presentations; Stress Management and Mental Wellness initiatives, including Brain Fuel Week; and Body Image/Disordered Eating/Eating Disorder workshops/presentations) were invited to participate. This group was most useful as we sought to compare findings from the learning assessment last year which sampled the same group.

HPW used a census sample for this project, inviting all 884 program and workshop attendees from the fall and winter terms to participate in the assessment. A total of 77 students completed surveys; this is at least a partial sample of those who attended programs/workshops in Fall Quarter 2020 or Winter Quarter 2021. We do not have accurate data of all students who attended versus completed surveys as students may have attended and received the link without completing it and/or facilitators may have

forgotten to provide the survey. Of those students who completed surveys, some (n=15) were removed as they were not students.

Data Collection

Data was collected through an internally created digital survey and was given to all students who attended HPW programming during Fall Quarter 2020 and Winter Quarter 2021. The survey was given to students at the end of every HPW program and workshop to assess their learning, specifically related to their ability to identify strategies and ways to apply how to take care of themselves and others. These surveys collected qualitative data from two questions related to student learning, along with qualitative and quantitative satisfaction items useful for the department (see Appendix A for the survey).

Data Analysis

The qualitative responses directly related to student learning were analyzed using internally created rubric to assess the number of accurate responses and the quality of the response for responses related to strategies related to themselves and strategies related to others (see Appendix B for the rubric). Acceptable performance was first determined by accuracy of responses and then by quality. For example, if the response was not accurate, it was coded as below expectations on both measures of the rubric. If there was one accurate response, it was coded as meeting expectations whereas multiple accurate responses exceeded expectations. For one or more accurate responses, the quality of response was then coded as either being irrelevant or abstract (below expectations), specific without context (meeting expectations), or specific with context (exceeding expectations). Data analysis was primarily completed by the Graduate Peer Health Educator, Christine Augustin, and supplemented and reviewed by the Substance Misuse Prevention Specialist, Katie Bellamy. For the quantitative section of the survey, responses were analyzed using a Chi-square test. Cross-tabulations were performed as well to breakdown correlations between the workshop codes and mastery of our learning outcomes. This analysis was done by D. Scott Tharp, the Assessment & Effectiveness Specialist in the Division of Student Affairs.

Participant Consent

Participation in the assessment survey was optional. While all facilitators were instructed to provide the Qualtrics survey link at the end of all workshops and presentations, a request was made for student participation and there was no penalty for non-completion or follow up checking on who did or did not complete the survey. Further, a survey question was added to obtain specific participant consent for use of narrative survey responses in future HPW promotional and marketing materials. See Appendix A for the survey.

V. Data & Findings

Response Rate and Demographics

According to DeHUB check ins, there were approximately 884 attendees to HPW programs assessed for this project over Fall Quarter 2020 and Winter Quarter 2021 (this number does not necessarily represent unique students, may include staff/faculty, and does not include programming that was not assessed). There were 119 respondents to the assessment survey, with 77 unique students ultimately identified and others removed for repetition or because they were staff/faculty.

Demographic information about the 77 students who participated in this assessment was pulled from the Data Warehouse using their student ID numbers. Class Standing and Status: Most (93%) were full-time students. 37% of survey respondents were Seniors, 27% Juniors, 17% Sophomores, 14% Freshman, and 4% Graduate students. Racial identity: 53% of survey respondents were White, 11% Hispanic/Latino, 10% Black/African American, 6% identified as Foreign, 4% Asian, and 16% did not specify. College: 28% Business, 23% Science & Health, 17% Liberal Arts & Social Sciences, 12% Communication, 10% Education, and 8% Computing & Digital Media.

Key Findings

Overall, 65 students (84.4%) successfully demonstrated learning associated with both strategies to take care of themselves *and* others; however, 12 students (15.6%) did not successfully demonstrate learning of both domains (See Table 1).

Knowledge & Application of Care for Self: 72 students (93.5%) meet or exceeded expectations when demonstrating knowledge of wellness strategies related to themselves. Of these students, 55 students (71.4%) met expectations and 17 students (22.1%) exceeded expectations (Table 2). 68 students (88.3%) meet or exceeded expectations when demonstrating application of wellness strategies related to themselves (Table 3). Of these students, 42 students (54.5%) met expectations and 26 students (33.8.7%) exceeded expectations (Table 3). 68 students (88.3%) successfully demonstrate both knowledge and application of wellness strategies related to themselves (Table 4).

Knowledge & Application of Care for Others: 75 students (97.4%) meet or exceeded expectations when demonstrating knowledge of wellness strategies related to others. Of these students, 60 students (77.9%) met expectations and 15 students (19.5%) exceeded expectations (Table 5). 72 students (93.5%) meet or exceeded expectations when demonstrating application of wellness strategies related to others. Of these students, 53 students (68.8%) met expectations and 19 students (24.7%) exceeded expectations (Table 6). 72 students (93.5%) successfully demonstrate both knowledge and application of wellness strategies related to others (Table 7).

Of note, 71 students (92.2%) indicated some level of agreement that they learned ways to better care for myself (Table 8) and 70 students (90.9%) indicated some level of agreement that they learned ways to better care for others (Table 9).

Program Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Are students who participate in activities and services that increase knowledge and awareness of wellness able to describe strategies to take care of themselves and others?	77	65

Acceptable performance was first determined by accuracy of responses and then by quality. For example, if the response was not accurate, it was coded as below expectations on both measures of the rubric. If there was one accurate response, it was coded as meeting expectations whereas multiple accurate responses exceeded expectations. For one or more accurate responses, the quality of response was then coded as either being irrelevant or abstract (below expectations), specific without context (meeting expectations), or specific with context (exceeding expectations).

The data was also analyzed to assess learning across various demographics. A lower proportion of first-generation students demonstrated learning compared to non-first-generation students (Table 10). A higher proportion of part-time students demonstrated learning compared to full-time students (Table 11). A higher proportion of students in the colleges of business, LASS, and CSH demonstrated learning compared to students in the colleges of communication, CDM, and Education (Table 12). A higher proportion of off-campus students demonstrated learning compared to on-campus students (Table 13). A higher proportion of Asian, Black, Latino, and White students demonstrated learning compared to foreign students (Table 14). A similar proportion of students of color demonstrated learning compared to White students (Table 15). A similar proportion of female students demonstrated learning compared to male students (Table 16). A higher proportion of graduate, Junior, and sophomore students demonstrated learning compared to freshman and senior students (Table 17).

VI. Discussion & Interpretation of Findings

The data shows 84.4% of students are in fact still meeting or exceeding expectations for learning in most (84.4%) cases. In short, the learning outcome of being able to describe strategies to care for themselves and others is being met. These results are satisfactory, especially considering they are on par with last year's findings (which found 85.3% of students are meeting or exceeding expectations).

In normal circumstances, we would have expected an increase of meeting and exceeding exceptions with the application of the recommendations from last year. For example, all presentations were updated to more explicitly include HPW learning outcomes and a 3-2-1 strategy for each workshop was created. This strategy clearly spells out the expectation of attendees to be able to identify 3 facts about the topic, 2 strategies for caring for self/others, and 1 resource to share/utilize. However, because this year led to virtual programming, creating more responsive programming (i.e. mental health coping with a pandemic), and virtual HEAT training, maintaining the results from last year is certainly satisfactory.

Concerning the demographic data collected and analyzed, a few key takeaways emerge. Firstly, HPW tends to cater programming toward first-year, on-campus students, especially HEAT programming. It is noted that first-year and on-campus students demonstrated less learning than returning students and off-campus students. This could indicate the need to more actively engage these students and also indicates that our programming may already be successful with other demographics. Further, given the lower outcomes for first generation and foreign students, HPW may want to consider a future assessment project focused on making programming more accessible and inclusive.

The pandemic may have impacted our data collection efforts in numerous ways. First, clearly student participation in HPW programming, or at least the survey, declined as the total number of responses declined from around 300 participants in last year's assessment project. This may be due to lack of attendance in programming as well as a lower response rate to a digital versus paper survey. Additionally, facilitators may have more easily forgotten to request responses at programs or may have been focused on competing priorities related to virtual programming.

When comparing the findings of this learning assessment to the one last year, results are comparable. Although participation in programming and the survey were greatly reduced, the overall outcomes are similar. Interestingly, knowledge (97.7% to 93.5%) and application (92.3% to 88.3%) of strategies to take care of oneself decreased slightly and knowledge (94% to 97.4%) and application (91% to 93.5%) of strategies to take care of others slightly increased. While the differences are minuscule, it may be related to the impact of the pandemic and/or on the type of programming and which facilitators were gaining survey respondents. For example, it is not surprising that self-care knowledge and application would see a decline during a global pandemic which saw an increase in mental health concerns, isolation, grief, anxiety, depression, etc. Similarly, it is not surprising that it would also increase a motivation for caring for others and focusing on community and action in this area. Or, perhaps certain programs, workshops, and facilitators were more likely to leave time and space for survey responses when the focus was less on individual self-care strategies (Choices, Wellness Wednesday) versus care for others (You+Me = We, Narcan Training).

Further, though attendance to programming was decreased, the level of learning remained. In regards to the question of whether virtual programming is as effective, the answer seems twofold: 1) virtual programming was just as effective as in-person programming from a learning outcome perspective; 2) virtual programming may or may not be as effective in terms of getting students to register and attend. The second point would need to be developed further as it is unclear if the lack of attendance is due to programs being virtual or other factors and stressors during the year (for example, students not prioritizing attending HPW workshops over other needs during the pandemic).

VII. Recommendations and Plans for Action

Recommendations

- Upon transitioning to in-person and potentially hybrid programming, HPW staff and student staff will utilize the existing presentations to ensure each workshop explicitly meets learning objectives.
- HPW will explore the option of providing ongoing hybrid/virtual programs to ensure accessibility, with the commuter population in mind.
- New staff, especially peer health educators, will be taught how to link programming to the Program Area Map and learning objectives, potentially incorporating the results of this survey and more clearly linking learning assessment results with facilitator training.
- Peer health educators will be focused on more specific topic areas in the 2021-2022 academic year, which will allow for more specialized training, and, potentially, increased learning by participants. While the data is certainly satisfactory, the goal would be maintaining or surpassing the current level of learning.
- Once transitioning to in-person programming, questions will be added to the survey, including: have you attended HPW programs in the past? And, Did you find the size of the program to be conducive to your learning?
- Surveying peer health educators on their comfort with facilitation, comfort with workshop topic, and evaluating their facilitation skills are ideas for future assessment projects.
- Make programming more inclusive, especially for foreign and first generation students; consider this as a future assessment project.

Action Plan

- Christine Augustin will utilize this report and findings as she sees fit for HEAT training in August 2021
- Katie Bellamy will update the Qualtrics Survey in July 2021 to reflect updated questions. Surveys will be shared at all workshops/presentations, whether in-person, virtual, or hybrid, throughout the 2021-2022 academic year.
- HPW professional staff will discuss the most appropriate assessment project for 2021-2022 in Summer Quarter 2021, which may include use of the ideas above.
- Barriers may include:
 - Difficulty with the transition to on-campus workshops and presentations
 - Difficulty disseminating the survey in hybrid situations
 - Time constraints and competing priorities (i.e. new ideas for future assessment projects may lead to less time on continued evaluation of workshops/programs)

- Time constraints when attempting to make this evaluation process an all-staff focus versus one person taking the lead

Sharing the results

- Katie Bellamy will share this assessment report as well as a presentation to the professional staff and graduate assistants in HPW to ensure understanding by all.
- Professional staff, in particular Christine Augustin, will coordinate how to disseminate the results to HEAT.
- Marketing and Communications GHI and HPW professional staff, especially Christine Augustin as the GHI's supervisor, will discuss how to use the survey results in HPW promotional materials.
- Shannon Suffoletto will share the information as appropriate with leadership and the Division.

Default Question Block

Date:

I am a:

- Student
- Staff
- Faculty

Your DePaul ID:

Facilitator Name(s):

- Shannon Suffoletto
- Katie Bellamy
- Katrina Wagner
- Christine Augustin
- Benjamin Tholotowsky
- Wynante Charles
- Natalie Altenburg
- Peter Wild Crea
- Nikhil Kulkarni
- Molly Fryda
- Brittany Usoroh
- Cindy Hernandez
- Other/Guest Lecturer

Workshop Code:

- SRV - Sexual & Relationship Violence, Healthy Relationships, Sexual Health
- AOD - Alcohol & Other Drugs, Harm Reduction, Recovery, Substance-free Living
- MW - Mental Wellbeing - Stress Management, Sleep, Body Image

Based on what you have learned in this workshop/presentation, describe at least three facts about the topic:

Based on what you have learned in this workshop/presentation, describe at least one specific strategy you can use to take care of yourself (Please elaborate and provide context):

Based on what you have learned in this workshop/presentation, describe at least one specific strategy you can use to take care of others (Please elaborate and provide context):

Based on what you have learned in this workshop/presentation, describe at least one resource you can use or share with a friend:

I have learned ways to better care for myself:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

I have learned ways to better care for others:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

I am more motivated to engage in self-care after attending this workshop/presentation:

- Strongly agree
- Agree
- Neither agree nor disagree
-

- Disagree
- Strongly disagree

I find the content of this workshop/presentation relevant to my academic success:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

I find the content of this workshop/presentation relevant to my sense of belonging at DePaul:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Other Comments:

I consent to have my narrative responses utilized by HPW in promotional and marketing materials, including but not limited to: presentations, social posts, and posters, to help describe the student experience with HPW. I understand this is optional and that my name will never be disclosed or linked to my narrative responses.

- Yes, I consent
- No, I do not consent

Rubric for Analyzing HPW Assessment Project Survey Responses

Winter Quarter 2020

		Below Expectations	Meets Expectations	Exceeds Expectations
Take Care of Yourself	Number of Accurate Responses	0A	1A	2+A
	Quality of Response	Irrelevant or Abstract	Specific without context	Specific with context
Take Care of Others	Number of Accurate Responses	0A	1A	2+A
	Quality of Response	Irrelevant or Abstract	Specific without context	Specific with context

TABLE 2 - SELF KNOWLEDGE

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Exceeds (2+A)	17	22.1	22.1	22.1
	Meets (1A)	55	71.4	71.4	93.5
	Below (0A)	5	6.5	6.5	100.0
	Total	77	100.0	100.0	

TABLE 3 - SELF APPLICATION

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Ex- ceeds	26	33.8	33.8	33.8
	Meets	42	54.5	54.5	88.3
	Below	9	11.7	11.7	100.0
	Total	77	100.0	100.0	

TABLE 4 - SELF MASTERY

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Yes	68	88.3	88.3	88.3
	No	9	11.7	11.7	100.0
	To- tal	77	100.0	100.0	

TABLE 5 - OTHERS KNOWLEDGE

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Exceeds (2+A)	15	19.5	19.5	19.5
	Meets (1A)	60	77.9	77.9	97.4
	Below (0A)	2	2.6	2.6	100.0
	Total	77	100.0	100.0	

TABLE 1 - LEARNING

		Fre- quency	Per- cent	Valid Per- cent	Cumulative Percent
Valid	No	12	15.6	15.6	15.6
	Yes	65	84.4	84.4	100.0
	Total	77	100.0	100.0	

TABLE 6 - OTHERS APPLICATION

		Fre- quency	Per- cent	Valid Per- cent	Cumulative Percent
Valid	Ex- ceeds	19	24.7	24.7	24.7
	Meets	53	68.8	68.8	93.5
	Below	5	6.5	6.5	100.0
	Total	77	100.0	100.0	

TABLE 7 - OTHERS MASTERY

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
	Yes	72	93.5	93.5	93.5

Valid	No	5	6.5	6.5	100.0
	Total	77	100.0	100.0	

TABLE 8 - I have learned ways to better care for myself:

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Strongly Agree	35	45.5	45.5	45.5
	Agree	36	46.8	46.8	92.2
	Neither	6	7.8	7.8	100.0
	Total	77	100.0	100.0	

TABLE 9 - I have learned ways to better care for others:

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	Strongly Agree	38	49.4	49.4	49.4
	Agree	32	41.6	41.6	90.9

Neither	7	9.1	9.1	100.0
Total	77	100.0	100.0	

Table 10 - First Generation

Crosstab	First Gen	Total				
		No	Yes			
LEARNING	No	Count	0	6	6	12
		% within First Gen	0.0%	14.0%	20.0%	15.6%
	Yes	Count	4	37	24	65
		% within First Gen	100.0%	86.0%	80.0%	84.4%
Total	Count	4	43	30	77	
	% within First Gen	100.0%	100.0%	100.0%	100.0%	

Table 11 - Full/Part-Time

Crosstab						
	Full/Part-time	Total				

		Full-time	Part-time			
LEARNING	No	Count	0	12	0	12
		% within Full/Part-time	0.0%	17.6%	0.0%	15.6%
	Yes	Count	4	56	5	65
		% within Full/Part-time	100.0%	82.4%	100.0%	84.4%
Total	Count	4	68	5	77	
	% within Full/Part-time	100.0%	100.0%	100.0%	100.0%	

Table 12 - College

Crosstab										
	College			Computing and Digital Media	Education	Liberal Arts & Social Sciences	Science and Health	Total		
LEARNING	No	Count	0	2	3	2	2	2	1	12
		% within College	0.0%	10.0%	33.3%	28.6%	28.6%	15.4%	5.9%	15.6%
	Yes	Count	4	18	6	5	5	11	16	65

		% within College	100.0%	90.0%	66.7%	71.4%	71.4%	84.6%	94.1%	84.4%
Total	Count	4	20	9	7	7	13	17	77	
	% within College	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 13 - Residential Status

Crosstab	Residential Status	Total				
		OFF	ON			
LEARN-ING	No	Count	0	10	2	12
		% within Residential Status	0.0%	15.2%	28.6%	15.6%
	Yes	Count	4	56	5	65
		% within Residential Status	100.0%	84.8%	71.4%	84.4%
Total	Count	4	66	7	77	
	% within Residential Status	100.0%	100.0%	100.0%	100.0%	

Table 14 - Ethnicity

Crosstab										
	Ethnic Group	Asian	Black/African American	Foreign	Hispanic/Latino	Not Specified	White	Total		
LEARNING	No	Count	0	0	1	1	1	4	5	12
		% within Ethnic Group	0.0%	0.0%	14.3%	25.0%	12.5%	33.3%	12.8%	15.6%
	Yes	Count	4	3	6	3	7	8	34	65
		% within Ethnic Group	100.0%	100.0%	85.7%	75.0%	87.5%	66.7%	87.2%	84.4%
Total	Count	4	3	7	4	8	12	39	77	
	% within Ethnic Group	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 15 - Race

Crosstab						
	Race_BIN	Total				
	Not Specified, Foreign, Unknown	SoC	White			

LEARN- ING	No	Count	5	2	5	12
		% within Race_BIN	25.0%	11.1 %	12.8 %	15. 6%
	Yes	Count	15	16	34	65
		% within Race_BIN	75.0%	88.9 %	87.2 %	84. 4%
Total	Count	20	18	39	77	
	% within Race_BIN	100.0%	100.0%	100. 0%	100. 0%	

Table 16 - Gender

Crosstab							
	Gender	Total					
		F	M	U			
LEARNING	No	Count	0	9	3	0	12
		% within Gender	0.0%	17.0%	15.8%	0.0 %	15.6 %
	Yes	Count	4	44	16	1	65
		% within Gender	100.0 %	83.0%	84.2%	100. 0%	84.4 %
Total	Count	4	53	19	1	77	
	% within Gender	100.0%	100.0 %	100.0%	100.0 %	100. 0%	

