

DePaul University
Assessment Report
The Office of Health Promotion & Wellness

Academic Year: 2019-2020

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Name of Department/Unit/Program: The Office of Health Promotion & Wellness

Name of Contact Person: Katie Bellamy

Names of Assessment Committee Members:

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

For the 2018-19 academic year, Health Promotion and Wellness completed a collaborative project with other departments in the division of Student Affairs. The purpose of the project was to determine the needs of Student Affairs student leaders as it relates to responding to various student crises and concerns. See below for a list of the recommendations that were and were not completed.

Recommendations that were completed:

- The Core Function Three (CF3) team will continue to assist in planning a Fall Professional Development Symposium regarding triage and crisis response. CF3 leaders will collect data from staff members related to crisis response and will identify themes and needs for managers who may also be supervising students.
- The team assisted in the planning the Symposium to ensure that the areas mentioned above were covered accordingly. HPW has representation on the planning committee.
- Formal presentation at the Student Affairs Assessment Symposium in October.
 - The 2018-2019 assessment project was presented at the Student Affairs Assessment Symposium in October, 2019. Shannon Suffoletto represented on behalf of HPW.
- Provide additional student support and supervision as it may be necessary to help assist student leaders who are navigating complex student situations which may exceed their level of training.
- Provided support and consultation to student leaders (especially HEAT, RAs and Student Success Coaches) to encourage self-care and to process difficult situations as needed. Often these situations were around disclosures of SRV related issues to student leaders or severe mental health concerns.
- Directors from Core Function Three will share the report with their staff teams in August to discuss future departmental modifications for training student leaders (i.e how DOS presents/trains Resident Advisors at RA training, etc.).
- Director shared report and discussed changes to curriculum to student leaders. Expanded MHPA training and other offerings accordingly.

Recommendations that were not completed:

- Create a comprehensive training curriculum for student leaders around the student crises and concerns raised in this needs assessment. This could include a centralized manual with clear protocols and policies. This would also include structure for ongoing trainings throughout the

academic year in addition to a larger training/onboarding for student staff (typically conducted in late summer). The training curriculum would also include examples of concerns vs crisis and appropriate referral offices & resources.

- Revisit the previous “SALT-style” (student affairs leadership training) conducted previously within the Division of Student Affairs. This could assist in providing a consistent training to all student leaders and allow departments to continue to have departmental specific trainings to supplement the larger training.
- Directors from Core Function Three will meet in August to discuss the assessment report and results in anticipation of late summer student leader training (i.e RA training, HEAT training, etc.). In August, staff leadership from Core Function Three will meet with professional staff from New Student & Family Engagement and the Office of Multicultural Student Success to debrief the needs assessment and discuss ideas for future trainings.
- During the 2019-2020 academic year, the Core Function Three team can build the training curriculum to implement for the Summer/Fall 2020 student leadership training(s).
- A brief summary of the results will be shared with all student participants who were invited to complete the original survey in early Fall.

Part II: Report on This Year's Assessment Project

I. Abstract

The Office of Health Promotion & Wellness (HPW) 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. Data was collected from 300 students who attended HPW programming during Winter Quarter 2020 using a paper survey at the end of the program. Data was analyzed with a rubric based on the quality and quantity responses. Overall, most (n=256) students successfully demonstrated learning with students doing better related to self-care (n=293) than related to care of others (n=282). These findings support next steps that include improving student presenter facilitation skills and revising programming content to increase learning from meeting to exceeding expectations.

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?

III. Introduction & Context

Project Overview

This assessment project utilized a rubric to analyze responses from 300 paper surveys given at the conclusion of workshops and programs during Winter Quarter 2020. The surveys were created to assess if students are below, meeting, or exceeding expectations in terms of being able to describe strategies to take care of themselves and others.

Learning Outcome 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. This assessment project will examine if students are in fact learning what HPW aims to be teaching. 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." Student wellness is crucial to academic success. Ensuring students are learning strategies to care for themselves and others is essential to creating and maintaining a healthy student body and successful alumni. 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.

Research shows that mental health, substance use, and other personal concerns do impact students' academic success. For example, Palmer et al (2012) found that students who misuse substances report negative impacts on their academics and that much substance use/misuse goes undetected. Similarly, Hunt and Eisenberg (2010) found that untreated mental illness in the college aged population not only has significant implications for academic success and productivity but that untreated mental illness is highly prevalent in this population and is more likely to go untreated for those attending college than their non-college-attending peers. Not only does mental illness negatively impact academic success, but the stress from academic pressure, future career plans, relationship stressors, and financial stressors all also contribute to depression and anxiety experienced by college students (Beiter et al., 2015). HPW programming strives to provide preventive measures to aid students in identifying stressors and developing coping strategies, utilizing resources, and increasing help-seeking behaviors often by decreasing associated stigma. As Everfi notes in their guidebook for leveraging evidenced-based strategies in prevention work, "people are more successful in changing their behavior if they have self-assessment and self-management skills." HPW strives to provide students with the necessary skills to practice self-care and community care, and this assessment project aims to evaluate if and how well this outcome is being met.

IV. Data Collection and Methodology

Data was collected through an internally created paper survey and was given to all students who attended HPW programming during Winter Quarter 2020. 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 (see Appendix A for the survey). HPW used a convenience sample of students attending our programs as the group assessed. The surveys were then voluntarily collected, and data was entered into Qualtrics for analysis.

A total of 300 students completed surveys; this is at least a partial sample of those who attended programs/workshops in Winter Quarter 2020.¹ We do not have accurate data of all students who attended versus completed surveys. Of those students who completed surveys, some (n=16) failed to be identified because they failed to write their ID number on the survey. The surveys included quantitative and qualitative responses. For the qualitative responses, the data was ordered by workshop code and a thematic analysis was then conducted, coding responses to evaluate their appropriateness and relevance. The analysis was guided by an 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

¹ These 300 students do not necessarily reflect unique students

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, Josean Amill, 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.

V. Results

Overall, 256 students (85.3%) successfully demonstrated learning; 44 students (14.7%) did not successfully demonstrate learning (Table 1). The overall learning was further analyzed according to students' ability to describe and apply strategies to take care of themselves, and describe and apply strategies to take care of others.

Knowledge & Application of Care for Self: 293 students (97.7%) met or exceeded expectations when demonstrating knowledge of wellness strategies related to themselves. Of these students, 249 students (83.0%) met expectations and 44 students (14.7%) exceeded expectations (Table 2). 277 students (92.3%) met or exceeded expectations when demonstrating application of wellness strategies related to themselves. Of these students, 188 students (62.7%) met expectations and 89 students (29.7%) exceeded expectations (Table 3). 277 students (92.3%) successfully demonstrate both knowledge and application of wellness strategies related to themselves (Table 4).

Knowledge & Application of Care for Others: 282 students (94.0%) met or exceeded expectations when demonstrating knowledge of wellness strategies related to others. Of these students, 259 students (86.3%) met expectations and 23 students (7.7%) exceeded expectations (Table 5). 273 students (91.0%) met or exceeded expectations when demonstrating application of wellness strategies related to others. Of these students, 234 students (78.0%) met expectations and 39 students (13.0%) exceeded expectations (Table 6). 273 students (91.0%) successfully demonstrate both knowledge and application of wellness strategies related to others (Table 7).

Of note, 281 students (93.7%) indicated some level of agreement that they learned ways to better care for myself (Table 8). 269 students (89.7%) 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?	300	256

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).

VI. Discussion & Interpretation of Results

The data shows students are in fact meeting or exceeding expectations for learning in most (85.3%) cases. In short, the learning outcome of being able to describe strategies to care for themselves and others is being met. While satisfied with these results, this data can be utilized to further improve students' learning by seeking to enhance learning from meeting to exceeding expectations.

The results indicate that the learning outcome is attained. Possible contributing factors to students either meeting, exceeding, or not meeting expectations include: year in school, prior attendance/experience with HPW, size of the workshop/presentation, facilitator (including whether student or staff, comfort level with the topic, etc), and presentation type. Further, many presentations do not currently have learning outcomes clearly stated or link explicitly to the goals of being able to describe wellness strategies for self and others, which is likely a limitation in students not exceeding expectations.

VII. Recommendations and Plans for Action

Based on the results of this assessment project, three recommendations have been identified to improve students' achievement of this learning outcome in the future.

1. 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 the self 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.
2. 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.
3. 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.
4. 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.
5. 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.

The primary potential barriers to implementing these actions are time and resources. The office is currently understaffed and each of these action steps will be new processes for the office. Other barriers include the fact that staff and the peer health educators will be conducting virtual programming for the 2020-2021 academic year, which may make communication of learning outcomes as well as completion of surveys more difficult and/or less accurate. To address this, virtual programming will explicitly include time for the learning assessment and will emphasize learning outcomes throughout the workshops.

Stakeholders:

- Internal stakeholders, primarily professional staff in the office, will be informed of the results of this assessment project during an informal presentation of the results. Staff will give input into data interpretation and application of the results, including how this informs future facilitator trainings, content development, and communication to other stakeholders.
- Students who may attend programming will be informed of the results by utilizing the information collected, specifically certain quotes and statements of learning, in social media and posters designed to promote learning as well as during future workshops.
- Divisional stakeholders will be informed of the results at the Assessment Symposium, Fall 2020.

VIII. References

Palmer, R. S., McMahon, T. J., Moreggi, D. I., Rounsaville, B. J., & Ball, S. A. (2012). College Student Drug Use: Patterns, Concerns, Consequences, and Interest in Intervention. *Journal of college student development*, 53(1), 10.1353/csd.2012.0014. doi:10.1353/csd.2012.0014

Hunt, J., & Eisenberg, D. (2010). Mental Health Problems and Help-Seeking Behavior Among College Students. *Journal of Adolescent Health*, 46(1), 3-10. doi:10.1016/j.jadohealth.2009.08.008

Beiter, R., Nash, R., Mccrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders*, 173, 90-96. doi:10.1016/j.jad.2014.10.054

Everfi. *Leveraging Evidence-Based Strategies for Prescription Drug Abuse Prevention*.
<https://everfi.com/guidebook/community-engagement/leveraging-evidence-based-strategies-prescription-drug-abuse-prevention/>

HPW STAFF:

Date			
Facilitator			
Workshop Code (please circle one)	Sex. Health/Healthy Rel.	SRV	AOD
	Stress/Mental Wellness	Body Image/ED	

1. Student ID#:
2. 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):

3. 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):

I have learned ways to better care for myself:

Strongly Agree Agree Neutral Disagree Strongly Disagree

I have learned ways to better care for others:

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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