

# Offices of the Dean of Student Life Health Promotion Program Presentation Evaluation Fall 2016 – Spring 2017

## Background

According to its website, the Offices of the Dean of Student Life (ODSL) “provide information, services, programs, and involvement opportunities that facilitate responsible life choices and promote awareness of students and of their community”. One way that the department works towards this mission is through their Health Promotion sector, staffed Certified Health Education Specialists (CHES). The CHES plan, develop, implement, and coordinate health-related educational programming to promote healthy lifestyles, health maintenance, and disease/injury prevention for Texas A&M University students and the campus community. Presentations regarding alcohol/drug education, nutrition, sexual health, and other related topics are available upon request for classrooms, student organizations, and residence halls.

This is the seventh year that Health Promotion and Student Life Studies have worked together to assess health education presentations.

## Methods and Sample

This survey was made using Teleform®, a survey design software that creates scannable forms and databases. Of the twelve questions on the survey, six were quantitative, three were qualitative, and three were demographic. Data was analyzed using SPSS®, a statistical software package and Microsoft Excel®. Paper surveys were given to participants at the end of the 13 presentations held throughout the year. Four hundred thirty paper surveys were completed; it is unknown how many were distributed so a response rate cannot be reported.

## Results

Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the questions. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending frequency order for 2016-17, unless otherwise specified. Comparisons to previous years will be made where appropriate. Summary themes are contained in this report; the entire list of comments can be found in a separate document. The results in this report reflect the aggregated responses of all workshops.

Table 1 shows the presentations’ topic selected by respondents during the workshops. Almost one-third of the surveys came from attendees who selected the topic Women’s Health. There were 17 respondents who wrote in a response for the “Other” response option and topics written in included Policy Pong, health promotion, managing stress, sexual communication, nutrition and hazing.

<b>Presentation Title</b>	<b>2016-2017 Frequency (n=429)</b>	<b>2015-2016 Frequency (n=100)</b>	<b>2014-2015 Frequency (n=510)</b>	<b>2013-2014 Frequency (n=995)</b>
Women’s Health	30%	1%	--	6%
Men’s Health	27%	--	<1%	1%
Alcohol Education	12%	48%	57%	*
Methods of Contraception	11%	11%	7%	5%
General Nutrition	9%	--	<1%	11%
Stress and Time Management	7%	10%	13%	1%
Other	4%	30%	9%	59%
Sexually Transmitted Infections	1%	--	13%	17%

Table 1: Presentations’ Topic (\*Question Not Asked Previously)

The attendees were also asked to report their classification, college and gender. As seen in Table 2 on the following page, a majority of students who attended health education programs were female, sophomores, and from the College of Liberal

Arts.. There were a much higher percentage of students from the College of Liberal Arts compared to previous years, as well as a lesser percentage of males in attendance.

	<b>2016-2017 Frequency</b>	<b>2015-2016 Frequency</b>	<b>2014-2015 Frequency</b>	<b>2013-2014 Frequency</b>
<b>College</b>	<b>n=420</b>	<b>n=97</b>	<b>n=494</b>	<b>n=973</b>
Liberal Arts	44%	3%	18%	14%
Education	31%	57%	33%	9%
Veterinary Medicine/Biomedical Science	6%	2%	1%	4%
Business	4%	20%	14%	45%
Science	4%	3%	5%	6%
Agriculture and Life Sciences	3%	--	14%	10%
Engineering	2%	7%	6%	10%
Not Listed	2%	6%	--	--
Architecture	1%	1%	2%	2%
General Academic Programs	1%	1%	2%	1%
Geosciences	1%	--	<1%	1%
<b>Gender</b>	<b>n=429</b>	<b>n=100</b>	<b>n=507</b>	<b>n=992</b>
Female	83%	66%	74%	59%
Male	17%	34%	26%	41%
<b>Classification</b>	<b>n=429</b>	<b>n=101</b>	<b>n=508</b>	<b>n=994</b>
Sophomore	38%	27%	23%	12%
Junior	27%	25%	21%	15%
Senior	18%	14%	23%	15%
Freshman	17%	35%	33%	57%
Graduate student	1%	--	1%	1%

Table 2: Participant Demographics

More than three-quarters of the participants (79%) reported they were engaging in healthy behaviors regarding the topic of their presentation at the time it was presented. Eleven percent (11%) said they were not sure if they were engaging in healthy behaviors or not and 10% said that they were not engaging in healthy behaviors.

Students were given a chance to self-report their satisfaction with the presentation. Table 3 shows that the respondents felt very positive about all of the questions. Almost all of the students felt that the information was relevant and that the presenter was knowledgeable with what was being presented.

<b>Questions</b>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	<b>n</b>
<b>The information provided is relevant to college students.</b>	100%	--	<1%	428
<b>The presenter was knowledgeable about the information.</b>	100%	--	<1%	426
<b>I learned something new from this presentation.</b>	96%	4%	1%	427

Table 3: Student Satisfaction

Participants were asked about their overall impression of the presentations, on a scale of 4=worth my time, 3=just so-so, 2=a waste of my time, and 1=no opinion. Most students (88%) thought that it was worth their time, and 11% thought it was just so-so and 1% thought that it was a waste of time. No one said they had no opinion. (mean=3.87/4.00, sd=.37, n=421).

Students were asked about the most valuable piece of information they learned at the presentation. As more than 50% of the responses were from students who attended the Women's and Men's Health presentations and Methods of Contraception, frequently mentioned were information regarding women's and men's sexual health, such as the information about wellness exams, methods of contraception, men's genitalia, ejaculation and effects of stress. Those who attended the Women's Health presentation also frequently mentioned the nutrition information as the most valuable piece of information. Those who attended the General Nutrition presentation found the guidance regarding how much

protein and servings of fruits and vegetables needed per day was most valuable. Those who attended Alcohol Education and the Stress Management presentations indicated that the information regarding the signs of alcohol poisoning and stress management techniques as most valuable from their respective presentations. .

When given a chance to list ways that presentations could be improved most comments focused on how informative and great the presentations were, or N/A and nothing. Suggestions for improvements recommended that the presentations could be more interactive, some could be shorter and would be enhance with more visuals.

### **Conclusions and Recommendations**

Health Promotion's (HP) health education presentations seemed to accomplish its goal. Students saw the relevance of what was being presented to their lives and new information from these presentations. Staff were found knowledgeable on the topics presented, and able to answer questions presented by students. The students would like the presentations to be a bit more interactive with more visuals. Overall, students felt that HP's presentations were worth their time.

Staff may want to adjust how the presentation topic selection is offered on survey. Students seemed to select the "topic" of the presentation, when the intent of the question is for the students to choose the title of the Health Promotion presentation being given. Asking for the students to select the presentation title instead of topic, or directing them at the beginning of each presentation to select the correct title on the survey may help to have the selected response actually reflect the title of the presentation.

HP's Health Education facilitators are encouraged to read all qualitative comments to gain a fuller understanding of the themes seen in this report. Health Promotions is also encouraged to share this report with relevant partners to improve the services provided.

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Report Prepared on: March 13, 2018

*Services provided by Student Life Studies are funded, in part, by Texas A&M University Advancement Fee.  
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