

Offices of the Dean of Student Life
Health Promotion
Presentations Survey
2018–2019

Purpose of Assessment

Health Promotion (HP) staff offer a variety of presentations for classrooms, student organizations and residence halls on health-related topics to promote healthy lifestyles, health maintenance, disease/injury prevention and interpersonal violence protection for Texas A&M University students and the campus community. After each presentation, participants were surveyed to ascertain their satisfaction with each presentation, whether the topics presented are relevant to them, and to gain insight into future improvements needed.

Methods and Sample

This survey was made using Teleform®, a survey design software that creates scannable forms and databases. Of the 12 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 presentations held throughout the year (September 2018 through August 22, 2019) and 1883 surveys from 60 presentations covering 16 topics were returned to Student Life Studies for analysis; all were returned for a 100% response rate.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the department may take based on the results. However, Health Promotions staff may identify other findings using their knowledge and understanding of the community. Staff members are strongly encouraged to read all the results and qualitative comments from each workshop to gain a fuller understanding of students' experiences.

- More than three-quarters of the respondents (80%) indicated that attending the workshop was worth their time, slightly more than the 75% who said the same last year. Over 90% agreed or strongly agreed that the facilitators seemed knowledgeable, that the presentation methods were effective, that the activities enhanced their understanding of the topics and that they learned about resources available to them on and off campus.
- Respondents also commented that they learned about resources available on and off campus for them and their fellow students. Generally, they suggested that to improve the presentations, facilitators could make them more interactive. Respondents also noted that including more visual components, such as videos and handouts, and real-life scenarios could enhance the participants' engagement during the presentations.
- As students' UIN were collected, HP staff may want to consider completing follow-up assessments to gauge whether students have been able to apply what they have learned in attending the various workshops. An electronic survey or focus group six months or a year after attendance, inquiring whether students have been able to apply concepts gleaned from Stress and Time Management, Alcohol 101 and other workshops. Information gained through follow-up assessments may inform the development of more in-depth programming, which can further meet the specific needs of Texas A&M University students.

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 or mean order for 2018-2019 unless otherwise specified. Results in this report reflect the aggregated responses of all workshops; results based on presentation topic can be found in a separate document. Summary themes contained in this report; only those which represent respondents' comments from the five highest attended and most offered workshop topics will be highlighted. Comparisons will be made to 2017-2018 HP and former office of CLEAR (Consensual Language, Education, Awareness and Relationships) Interpersonal Violence Prevention Program presentation survey responses, as appropriate.

Table 1 shows the presentation topics noted by Health Promotions in the designated area of the survey. Similar to the 2017-2018 academic year, the highest percentage of the surveys came from students who attended Stress and Time Management presentations. Only three of the 16 presentation topics were common to 2017-2018 presentation topics.

Presentation Topic & Number of Workshops	2018-2019 Frequency (n=1883)	2017-2018 Frequency (n=687)
Stress & Time Management (19 workshops)	30%	46%
Alcohol 101 (11 workshops)	14%	21%
Consent 101 (8 workshops)	13%	--
Communication & Relationships (5 workshops)	11%	8%
In Their Shoes (5 workshops)	8%	--
Methods of Contraception (1 workshop)	5%	--
S.T.I. 's Presentation (1 workshop)	4%	--
Interpersonal Violence Prevention (IVP) Overview (1 workshop)	3%	--
I.F.C. New Student Education (1 workshop)	3%	--
Love the Way You Lie (2 workshops)	3%	--
Carpool (custom presentation) (1 workshop)	2%	--
Prescription Drugs (custom presentation) (1 workshop)	2%	--
Healthy Relationships (1 workshop)	1%	--
Helpline Training (1 workshop)	1%	--
Man Lady Box (1 workshop)	1%	--
Alcohol & Motivation (1 workshop)	1%	--

Table 1: Presentation Topics

The attendees were asked to provide the date of the workshop that can be found in the attached documents and their UIN. Table 2, on the next page, provides the demographics retrieved from the student database, using each student's university identification number (UIN) that they provided in the survey. One hundred and forty- three UIN records were invalid or the information was not provided on the survey and all duplicates were removed. As seen in Table 2, the majority of students attending the programs were White, female, senior students, not first generation and were enrolled in the College of Liberal Arts.

2018-2019 Frequency	2017-2018 Frequency
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	n=1393	n=589
Ethnicity/Race		
White	54%	46%
Hispanic/Latinx of any race	29%	38%
Asian	8%	7%
Black/Multiracial with Black	5%	6%
Multiracial excluding Black	2%	3%
International	1%	3%
American Indian	<1%	<1%
Unknown or Not Reported	<1%	--
Sex		
Female	67%	60%
Male	33%	40%
Classification		
Senior	29%	22%
Junior	26%	26%
Sophomore	23%	29%
Freshman	19%	22%
Graduate or Professional student	3%	2%
College		
Liberal Arts	25%	26%
Engineering	15%	22%
Education	15%	12%
Public Health	13%	1%
Agriculture	8%	7%
Science	7%	6%
Business	6%	9%
Veterinary Medicine	4%	7%
General Studies	4%	5%
Architecture	2%	3%
Geosciences	1%	1%
Bush School	<1%	<1%
Galveston	<1%	--
Medicine	<1%	
Nursing	<1%	
Qatar	--	1%
Exchange	--	<1%
First Generation Status		
Not First Generation	73%	--
First Generation	25%	--
Unknown	2%	--

Table 2: Participant Demographics

On the survey, students were asked to provide their gender and self-report their classification. Of the 1872 respondents, sixty-eight percent (68%) reported themselves as female, 31% male, less than 1% transgender, 1% preferred not answer and less than 1% selected the option "I identify as (write in response)." Those written in responses included female, male, woman, gay, genderfluid, genderqueer, heterosexual, non-binary, and straight. The self-reported classifications of 1845 respondents were junior 28%, sophomore 26%, freshman 24%, senior 20%, and graduate student 3%.

Participants were asked to report their level of agreement with a series of statements regarding the presentation, the facilitator and the delivery method of the presentation. Table 3 shows that over 90% of respondents agreed or strongly agreed with all statements. However, respondents had a lower proportion of agreement that because of the presentation they were more knowledgeable about relevant resources both on and off campus.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2018-2019 Mean (sd) [n]	2017-2018 Mean (sd) [n]
The facilitator seemed knowledgeable about the topic.	81%	17%	1%	<1%	<1%	4.79 (.45) [1874]	*
The delivery method of this presentation was effective.	66%	28%	6%	1%	<1%	4.58 (.65) [1872]	4.77 (.51) [664]
The activities enhanced my understanding of the topic.	57%	33%	8%	2%	1%	4.44 (.75) [1875]	4.60 (.67) [664]
As a result of the presentation, I know more about relevant resources available both on and/or off campus.	53%	38%	8%	2%	1%	4.40 (.74) [1870]	4.48 (.73) [664]

Table 3: Satisfaction *Question not asked

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. More than three-quarters (80%) of the 1791 respondents thought that it was worth their time, up from 75% of the HP Presentation respondents who select that impression last year. Sixteen percent (16%) thought it was just so-so, less than the 21% who found the HP Presentations just so-so last year. Two percent (2%) of respondents thought that it was a waste of time and had no opinion, same as last year.

Participants were asked to report one new thing they learned from the presentation. Prevalent comments from participants of all presentations were about learning of resources available on campus. Those attending the Stress and Time management workshops also indicated they learned ways to reduce and manage stress, as well as learned time management techniques and how to create a master schedule. Others spoke about the importance of getting enough sleep and self-care. Attendees of the Alcohol 101 workshops mentioned learning about the Bacchus Maneuver, the 911-lifeline law, how to identify alcohol poisoning, and the do's and don'ts of caring for an intoxicated person. Those attending Consent 101 spoke about learning the definition of consent, ongoing, constant consent, and different forms of consent. Consent 101 attendees also indicated learning about the involvement of alcohol in sexual assault.

Participants of Communication and Relationships noted they learned that all relationships differ, the need for communicating effectively and active listening. Those attending In Their Shoes presentations said they learned about recognizing different forms of abuse, identifying the red flags of abusive relationships and the various resources on and off campus that are available.

When asked how they will apply what they learned from the presentation, the Stress and Time management workshop attendees wrote they would create a master schedule to help their time management, and apply the SMART goal technique. Others indicated they planned to engage in more self-care, get more sleep, say no more often and take more study breaks. Attendees of Alcohol 101 mentioned that they would be more mindful of

drinking responsibly, take care of their friends while their friends were drinking and call 911 when they see signs of alcohol poisoning. Those who attended Consent 101 often commented that they would make sure to clearly ask for and get consent during intimate interactions with others, educate others about clear consent and intervene on the behalf of others unable to consent.

Participants of the Communication and Relationships workshops noted that they would apply the different techniques of communication and active listening they learned during the presentation in their various relationships with roommates, friends and family. These participants also said they would try to be more mindful regarding their communication with others and limit distractions while communicating. Attendees of In Their Shoes workshops commented they would help others, look out for and identify the signs of abuse and help friends by listening and referring them to available resources.

Respondents were next asked how the presentations could be improved, and most comments were complimentary of the programs or included no suggestions for improvements. Across all workshops participants commented that more interaction with participants and activities would enhance the presentations. Others indicated more examples, real life scenarios and visuals (videos, handouts) might improve engagement of participants. Some indicated that Stress and Time Management, and Alcohol 101 may benefit from being shorter, more concise, but those attending In Their Shoes indicated that they though it would benefit from more time and smaller group settings. In Their Shoes workshop attendees also mentioned challenges with the shortage and clarity of the cards used during the group activities during that workshop.

Background

According to its website, <https://studentlife.tamu.edu/hp/>, Health Promotion, within the Offices of the Dean of Student Life (ODSL) “strives to support academic achievement and personal development by improving health outcomes of TAMU students through education, outreach and collaboration.” In 2018, the Health Promotion offices and the former office of CLEAR (Consensual Language, Education, Awareness and Relationships) merged under Health Promotion. With that merger, presentations offered through the office of CLEAR are included as part of the HP presentations offerings, under the category Interpersonal Violence Prevention. Other presentation topics offered by Health Promotion staff throughout the year include stress and time management, alcohol/drug education, sexual health, and other related topics. This is the tenth year that Health Promotion (HP) and Student Life Studies have worked together to assess health education presentations.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

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