

Offices of the Dean of Student Life - Health Promotion

Presentation Survey

2020-2021

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 were relevant to them, and to gain insight into future improvements needed. Due to COVID-19 gathering restrictions, all 2020-2021 HP presentations were virtual.

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 presentation topics. Staff members are strongly encouraged to read all the results and qualitative comments from each workshop to gain a fuller understanding of students' experiences.

- Almost every respondent (95%) agreed or strongly agreed that the facilitators effectively answered questions about the topic presented, that the presentation methods were effective, and that the activities enhanced their understanding of the topics.
- 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. Adapting presentations to a modern design style (more visuals on slides, minimal use of bullet points, utilizing SmartArt more, 32-point font minimum, etc.) and the addition of interactive activities may help participants' level of engagement towards the presentation. In order to improve virtual presentations, the staff may consider improving breakout room retention by assigning a facilitator to guide conversations and interactions between the attendees.
- As students' UINs 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.
- Respondents have shown to be predominantly White, female, underclassmen, and non-first generation students. If not already doing so, it is recommended that HP market these workshops to Hullabaloo University classes to target demographics that have had low frequencies over the years, such as interracial, male, and first generation students.

Methods and Sample

This survey was developed using Qualtrics®, a software program for creating web-based surveys. The survey consisted of 11 questions: five quantitative, three qualitative, and three demographic questions. Data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®. Participants accessed the survey through an open link at the end of each presentation held throughout the year (September 2020 through June 2021). One hundred eighty-nine participants responded, significantly fewer than the 1,424 paper surveys returned to Student Life Studies for analysis in 2020.

Results

Results are 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 2020-2021 unless otherwise specified. Results in this report reflect the aggregated responses of all workshops. Summary themes are contained in this report. Comparisons will be made to previous years' results, as appropriate.

Table 1 shows the presentation topics noted by Health Promotion in the designated area of the survey. The highest percentage of the surveys came from students who attended the Healthy Relationships presentation. Only six of the 19 presentation topics were common to 2019-2020 presentation topics. Total number of surveys is less than last year, which may be due to campus changes in response to COVID-19.

Presentation Topic & Number of Workshops	2020-2021 Frequency (n=186)	2019-2020 Frequency (n=1424)	2018-2019 Frequency (n=1883)
Healthy Relationships (1 workshop)	48%	1%	1%
Alcohol & Mental Health (2 workshops)	19%	10%	--
Stress & Time Management (9 workshops)	11%	35%	30%
Custom Sex Education (1 workshop)	10%	1%	--
Sleep	10%	--	--
Interpersonal Violence Prevention (IVP) Overview (3 workshops)	2%	3%	3%
Alcohol 101 (4 workshops)	1%	5%	14%

Table 1: Presentation Topics

The attendees were asked to provide the date of the workshop and their UIN (University Identification Number), which can be found in the attached documents. Table 2, on the next page in descending order for each category, provides the demographics retrieved from the student database, using each student's UIN that they provided on the survey. As seen in Table 2, below and on the following page, the majority of students attending the programs were White, female, freshman students, not first generation, and were enrolled in the College of Engineering.

	2020-2021 Frequency (n=186)	2019-2020 Frequency n=1213	2018-2019 Frequency n=1393
Ethnicity/Race			
White	46%	49%	54%
Hispanic/Latinx of any race	31%	34%	29%
Asian	15%	9%	8%
Black/Multiracial with Black	3%	3%	5%
Multiracial excluding Black	3%	2%	2%
International	2%	2%	1%
Unknown or Not Reported	--	8%	<1%
American Indian	--	<1%	<1%
Sex			
Female	66%	69%	67%
Male	34%	32%	33%
Classification			
Freshman	46%	29%	19%
Sophomore	22%	32%	23%
Senior	14%	16%	29%
Junior	8%	22%	26%
Graduate or Professional student	4%	2%	3%
College			
Engineering	28%	16%	15%
Veterinary Medicine	22%	4%	4%
Liberal Arts	14%	44%	25%
Education	8%	9%	15%
Agriculture	7%	4%	8%
General Studies	6%	4%	4%
Science	5%	6%	7%
Business	4%	5%	6%
Geosciences	3%	1%	1%
Architecture	2%	1%	2%
Public Health	<1%	7%	13%
Bush School	<1%	<1%	<1%
Nursing	--	<1%	<1%
Exchange	--	<1%	--
First Generation Status			
Not First Generation	73%	67%	73%
First Generation	22%	29%	25%
Unknown	5%	4%	2%

Table 2: Demographics

Students were asked to provide their gender and self-report their classification. Of the 186 respondents, 108 responded. Sixty-eight percent (68%) reported themselves as female, 32% male. The self-reported classifications of 133 respondents were 52% freshman, 20% sophomore, 11% junior, 8% senior, and 9% graduate student.

Participants were asked to report their level of agreement/disagreement with a series of statements regarding the presentation, the facilitator and learning outcomes. Table 3 shows that over 90% of respondents agreed or strongly

agreed with all statements. However, respondents had a lower proportion of agreement on the statement regarding relevant resources both on and off campus.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020-2021 Mean (std) [n]	2019-2020 Mean (sd) [n]	2018-2019 Mean (sd) [n]
The facilitator (s) made the content engaging within the learning environment.	60%	35%	5%	<1%	--	4.53 (.62) [176]	*	
The facilitator effectively answered questions about the topic presented.	57%	38%	5%	--	<1%	4.51 (.64) [176]	4.59 (.61) [1413]	*
As a result of this presentation, I have a better understanding of how the topic impacts overall well-being.	53%	44%	3%	--	--	4.50 (.56) [176]	*	*
As a result of the presentation, I know more about relevant resources available both on and/or off campus.	55%	36%	8%	<1%	--	4.46 (.67) [176]	4.40 (.72) [1415]	4.40 (.74) [1870]

Table 3: Satisfaction and Outcomes

*Question not asked

Participants were asked to report one valuable thing they learned from the presentation. Prevalent comments 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. Others spoke about how to set/achieve goals and how different types of personalities and environments affect habits. Lastly, about half of the respondents talked about how they learned about the difference between people who are “openers” and “finishers.” Those attending Alcohol & Mental Health learned about addiction, alcohol anorexia (drunkorexia), how to communicate with those with addiction, and that the perceived amount of alcohol consumed by college students is much higher than the actual amount of alcohol college students consume. Those who attended Bystander Intervention said that they learned how to identify sexual assault and safely involve themselves in a situation to help. Those who attended Sex and Alcohol said that they learned the difference between intoxicated and incapacitated. The respondents who attended Healthy Relationships reported that they learned about effective communication, actively listening to someone who is expressing concerns about their relationship, resources available, and the difference between healthy and unhealthy relationships. The respondents who attended Interpersonal Violence Protection learned how to intervene. The respondents who attended the sleep workshop said that they learned how much sleep adults need and how to prepare their room to go to Sleep.

When asked how they will apply what they learned from the presentation, the Stress and Time management workshop attendees wrote they would create a schedule to help their time management and manage bad habits. The respondents who attended the Sleep workshop said that they will take shorter naps, prepare their room before the go to sleep by cleaning it and removing lights, and create a sleeping schedule. Attendees of Healthy Relationships said that will listen carefully, create a better space for communication, and identify the differences between healthy and unhealthy relationships. Those who attended Interpersonal Violence Intervention said that they will know how to intervene and advocate against bystander behavior. Those who attended the Alcohol and Mental Health workshop often commented that they would be more aware of behaviors in themselves and others, identify red flags, and communicate with those experiencing issues.

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 respondents like activities, polls, and Q&A sessions would enhance the presentations. Others indicated more examples, real life scenarios and visuals (videos, handouts) might improve engagement of participants. The respondents who attended the Sleep workshop said that the time in the breakout rooms was too short.

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.” Presentation topics offered by Health Promotion staff vary from year to year, but typically include stress and time management, alcohol/drug education, sexual health, and other related topics. This is the 12th year that Health Promotion (HP) and Student Life Studies have worked together to assess health education presentations.

Project Details

Gathering restrictions of COVID-19 during the 2020-2021 academic year contributed to the lower number of HP Presentation workshops held, thus fewer responses to the surveys than previous years.

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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