

Offices of the Dean of Student Life
Health Promotion: Hullabaloo U Lessons
2020-2021

Purpose of Assessment

Health Promotion (HP) staff offered 2020 Hullabaloo U instructors a series of five 50-minute lessons that they could facilitate as part of the Hullabaloo U curriculum during their fall 2020 courses. Two of the lessons, Healthy Relationships and Well Being: Dimensions of Wellness, were required to be delivered. Instructors were surveyed after those required lessons were to have been delivered to measure the effectiveness of those lessons from the perspective of instructors to incorporate future improvements to the lesson plans. The surveys assessed whether instructors felt the students met the learning outcomes, were receptive to and participated in the activities included in the lessons and whether instructors thought the lessons valuable. HP staff also wanted to understand if lessons were implemented with ease, and succinct enough to facilitate within a 50-minute timeframe.

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 Hullabaloo U lessons. Staff members are strongly encouraged to read all the results and qualitative comments from each lesson to gain a fuller understanding of instructors' experiences.

- Almost all respondents indicated the lessons were delivered virtually or in a hybrid virtual and in-person mixed format. Over half indicated delivering both lessons within the allotted 50-minute time, although nearly one-third noted they were unable to deliver the Healthy Relationships lesson within 50 minutes, even after rushing the lesson.
- Nearly all instructors responding to the survey thought students were able to distinguish between healthy and unhealthy behaviors during discussions held in the Well Being lesson and three-quarters indicated students could identify six or more dimensions of well-being. Likewise, they thought students understood the concept of healthy, unhealthy and abusive relationships during the scenario debrief of the Healthy Relationships lesson. Most instructors who responded also indicated that students were provided campus and community resources during both lessons.
- Instructors indicated finding both lessons valuable, highlighting the multi-faceted components of well-being and the three characteristics of relationships as presented in the Well Being and Healthy Relationships lessons respectively. Instructors also noted that the activities of the lessons (case studies of the Well Being lesson and the scenario activity of the Healthy Relationship lesson) encouraged active, valuable discussions as well, although they were uncertain about students' reception of the #HealthyAggie social media activity.
 - Although the scenario activity (including the video) was generally well received, responding instructors also indicated struggling to fit the activity into the Healthy Relationship 50 minute lesson plan. Some also indicated challenges with covering all the facets of well-being within the given time for that lesson as well. Some thought it may be due to the virtual delivery of the lessons, but others just indicated that more time was needed to cover the activities entirely, especially the scenarios within the Healthy Relationships lessons. HP staff review of the activities, perhaps by practicing them "in situ", may help to determine adjustments needed to fit the activities to their allotted time. Some of the instructors provided ideas on how to use activities outside the lesson time, focusing lesson time on discussion, if extending the lesson times or the number of lessons dedicated to the two subjects is not realistic,
 - Instructors also indicated not feeling equipped with the skills necessary to facilitate lessons on sensitive subjects presented in the Healthy Relationships lesson. Others noted that the focus of the lesson should include relationships outside of romantic relationships, such as those between roommates. HP staff may want to consider offering their guidance with this lesson specifically, offering one of their staff as a facilitator if requested by an instructor. Perhaps reviewing the scenarios and consider the option of providing one that is focused on platonic relationships experienced by students within their first year living away from home may be helpful.

Methods and Sample

Two electronic surveys were produced using Qualtrics®, a survey design software that creates web-based forms and databases. Collected data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®. Due to branching technology, not all participants of the surveys saw all questions. The first delivered lesson's survey, Well Being: Dimensions of Wellness, contained 11 quantitative and five qualitative questions. The survey began distribution on September 21, 2020, and three reminders were sent to those who had not completed the survey before it closed on October 17, 2020. Of the 344 Hullabaloo U instructors who received the survey, 163 responded yielding a response rate of 47%.

The survey developed to assess the Healthy Relationship lessons contained nine quantitative and six qualitative questions. The survey began distribution on October 26, 2020, and three reminders were sent to those who had not completed the survey before it closed on November 6, 2020. Of the 344 Hullabaloo U instructors who received the survey, 183 responded yielding a response rate of 53%.

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%. Summary themes are provided in this report; the entire list can be found in a separate document. This report contains two sections: Well-Being: Dimensions of Wellness lesson assessment and Healthy Relationships lesson assessment.

Well Being: Dimensions of Wellness Lessons Assessment

The first question asked instructors to report from a select all that apply list the format of their class delivery for this lesson. As Table 1 shows, the most frequently chosen format of class delivery was a hybrid format. Those who selected "other" were asked to describe their format; two responded and indicated a transition occurred from hybrid to fully online due to COVID-19.

What was the format of your class delivery for this lesson? Please select all that apply,	Frequency (n=163)
Hybrid, with some students face-to-face and other students participating virtually	59%
Fully Online	39%
Fully in person with no virtual participants	2%
Other: Please describe	1%

Table 1: Lesson Delivery Format

Instructors were asked to indicate how many of the eight dimensions of wellness students could identify. Of the 156 who responded, 44% indicated that students could identify seven to eight of the dimensions, 31% indicated students could identify five to six dimensions, 24% noted students could identify three to four and 1% noted that students could only identify one to two of the dimensions of wellness.

Next, instructors were presented with a five-point Likert scale to rate their level of agreement or disagreement that during the team discussion, students were able to distinguish between healthy and unhealthy behaviors that contribute to their overall well-being. Of the 161 instructors who responded, 62% chose strongly agree, 37% chose agree, 1% chose neither agree nor disagree and 1% chose strongly disagree. No one selected disagree (Mean= 4.58/5.00, sd=.59). Those who chose neither agree nor disagree, disagree or strongly disagree were asked to explain their response regarding students' ability to distinguish between healthy and unhealthy behaviors. Two

responded; one commented that the discussion was held in breakout rooms, with peer mentors and not the instructor, and the other indicated students just were not engaged within the discussion, rather remained silent.

Instructors were asked about whether lists of campus and community resources were provided to students and if students were receptive to participating in #HealthyAggie social media activities. As shown in Table 2, most instructors confirmed that students were provided with a list of resources related to their well-being, but only one-fifth confirmed students were receptive to the #HealthyAggie social media activities.

Statement	Yes	Unsure	No
Students were provided with a list of appropriate campus and community resources related to their well-being.(n=157)	94%	3%	3%
Students were receptive to participating in #HealthyAggie social media activity (n=157)	20%	67%	13%

Table 2: Well Being Resources for Students

Respondents were asked to report their level of agreement/disagreement with statements regarding the format and content of the lessons themselves. As noted in Table 3, most of the instructors responding agreed or strongly agreed that the lessons were succinct and provided students with skills they could use to achieve their unique personal goals.

Statement	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) n=158
The Well Being lesson was succinct (briefly and clearly expressed).	30%	58%	9%	3%	--	4.15 (.71)
The Well Being lesson provided students with skills they could use to achieve their unique personal goals.	26%	63%	9%	2%	--	4.13 (.64)

Table 3: Lesson Format and Content

Those who chose neither agree nor disagree, disagree or strongly disagree were asked to explain their response regarding the lesson providing students with skills they could use to achieve their unique personal goals. Sixteen responded, and comments included those that indicated the depth of only a 50-minute lesson could not provide students skills nor have the instructors observe those skills but only awareness. Others noted that the case study included in the lesson was useful, but did not give students the opportunity for personal reflection nor skill development to achieve their own, unique personal goals. One responder indicated facilitating a wellness survey and having students create their own SMART goals in conjunction with the lesson, which enhanced the capacity of students' skill development towards achieving their unique personal goals.

The respondents were informed that the Well-Being lesson was created with the intention of being able to be completed within 50 minutes. They were asked to select from a list of options that best described their experience delivering the lesson around that 50-minute time criteria. Presented in Table 4, on the next page, over three-quarters indicated they were able to deliver the lesson using the complete 50 minutes or had time remaining.

From the below selections, please indicate one which best described your overall experience delivering the lesson	Frequency Percent (n=157)
Yes, I completed the lesson and used the entire 50 minutes	66%
Yes, I completed the lesson and I had remaining time leftover	22%
No, I did not finish the lesson, even though I had rushed the lesson	10%
No, I did not finish the lesson and left substantial portions incomplete	3%

Table 4: Experience Delivering Lesson

Those who selected the two options indicating that they did not finish the lesson were then asked to share what could have helped them finish the lesson within 50 minutes. About one-quarter of the 16 who responded indicated the hybrid format of the class interfered with their ability to smoothly deliver the lesson and engage students in the activities provided. Others noted the larger class size was also a hindrance. Some noted that there was just too much information, and one suggested that the lesson be practiced in the hybrid environment and adjustments made from that experience.

Respondents were asked what was valuable about the well-being lesson. Instructors mentioned the resources provided in the lesson were of value, as well as the holistic, multifaceted view of well-being, which included facets the students would not have considered important. Others noted that the case study was valuable as was the ensuing discussion in which students identified healthier behaviors that could replace the healthier ones demonstrated in the case study. Some respondents found the lessons a springboard for discussion, having students share their challenges and potential solutions with one another as a valuable component of the lesson.

When asked how the lessons could be enhanced, 73 responded with a variety of suggestions. A few indicated they found the lessons fine as they were. Others suggested that one lesson focusing on well-being was not enough or not enough time was given to provide depth over the breadth of the lessons. They suggested recreating the lesson into two lessons, provide the lesson prior to class so students could review and prepare, and one indicated incorporating well-being topics throughout the Hullabaloo U curriculum as they delivered it throughout the semester. A few noted that the well-being facets detailed in different components of the lesson, such as the video, booklet and case study, varied in number and definition. These respondents thought focusing on fewer, consistent facets would allow for more in-depth discussion and understanding for students. Many provided ideas for activities to engage students more thoroughly in the topic, such as having students make short videos covering one topic that speaks to them, having the students complete more personal reflection and create action plans on how they will incorporate well-being into their lives. Again, many recognized the limitations created by large class sizes, the flow of hybrid classes and only a 50-minute lesson for a very important topic. Overall they noted providing students with resources to return to as needed, and focusing on time for students' discussion as primary in enhancing the lessons.

Healthy Relationships Lesson Assessment

The first question asked instructors to report from a select all that apply list the format of their class delivery for this lesson. Presented in Table 5, on the next page, the most frequently chosen format of class delivery was a fully online format. Those who selected "other" were asked to describe their format, one responded and indicated one class fully online and one class hybrid.

What was the format of your class delivery for this lesson? Please select all that apply,	Frequency (n=181)
Fully Online	55%
Hybrid, with some students face-to-face and other students participating virtually	45%
Fully in person with no virtual participants	1%
Other: Please describe	1%

Table 5: Healthy Relationships Lesson Delivery Format

Instructors were asked whether students were able to identify behaviors of healthy relationships, unhealthy relations and abusive relations during the scenario debrief. As shown in Table 6, instructors confirmed that most students were able to identify those behaviors during the scenario debrief. Those instructors who selected unsure or no were asked to explain as to why they thought students could not identify those behaviors during the scenario debrief. Four responded; one indicated discussions were done in breakout sessions, another indicated very little discussion occurred, another noted that students indicated some confusion between unhealthy and healthy, and wondered why only romantic relationships were featured in the scenario.

Statement: During the scenario debrief, were students able to identify behaviors of	Yes	Unsure	No
Healthy relationships (n=178)	98%	2%	--
Unhealthy relationships (n=179)	98%	2%	--
Abusive relationships (n=179)	98%	2%	--

Table 6: Identifying Behaviors

Next, instructors were presented with a five-point Likert scale to rate their level of agreement or disagreement that students were able to smoothly navigate through the scenario activity. Of the 178 instructors who responded, 53% chose agree, 30% chose strongly agree, 9% chose neither agree nor disagree, 7% chose disagree and 1% chose strongly disagree (Mean= 4.04/5.00, sd=.87). Those who chose neither agree nor disagree, disagree or strongly disagree were asked to explain their response regarding students' ability to smoothly navigate through the scenario activity. Twenty-six responded; commonly they noted the scenarios were too long for the lesson time allotted, detailed and the activity instructions confusing to execute, especially in a hybrid format or all online format. A few noted that the scenario details made students uncomfortable, and especially in the online or hybrid format, made discussion challenging.

Respondents were asked to report their level of agreement/disagreement with statements regarding the resources provided to students, format and content of lessons themselves. As shown in Table 7, on the next page, most of the instructors responding agreed or strongly agreed that students were aware of where to seek resources pertaining to power-based personal violence.

Statement	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Students are aware of where to seek resources pertaining to power-based personal violence	22%	69%	7%	2%	--	4.11 (.59) [176]
The Healthy Relationships lesson provided students with skills they could use to achieve their unique personal goals.	21%	57%	17%	5%	--	3.94 (.76) [177]
The Healthy Relationships lesson was succinct (briefly and clearly expressed).	16%	54%	12%	14%	5%	3.63 (1.06) [174]

Table 7: Lesson Format, Content and Resources

Those who chose neither agree nor disagree, disagree or strongly disagree were asked to explain their response regarding the lesson providing students with skills they could use to achieve their unique personal goals. Thirty-four responded, and comments included those that indicated the depth of only a 50-minute lesson could not provide students skills and the lesson itself was too long to be facilitated in 50 minutes. Others noted that “achieving a unique personal goal” surrounding the topic was not realistic for most new students; a few mentioned the focus only on romantic relationships was problematic. A few commented that they were not properly equipped to facilitate the lesson and would prefer someone trained in the topic to facilitate it.

Respondents were asked to rate their level of agreement or disagreement that the Healthy Relationships Google site was easy for them to use. Of the 170 instructors who responded, 48% chose agree, 41% chose strongly agree, 9% chose neither agree nor disagree, and 3% chose disagree. No one chose strongly disagree (Mean= 4.26/5.00, sd=.74). Another five respondents chose the option “not applicable/did not use”, which were excluded from the analysis.

Respondents were asked to share what they thought was valuable about the Healthy Relationships lesson. Instructors commonly mentioned the identification and understanding of the characteristics of healthy, unhealthy and abusive relationships were valuable to the students. The resources provided in the lesson and the website were noted quite a few times by the 121 respondents as well. Many wrote about the value of the scenarios and the discussions surrounding the scenarios as very valuable to the students. They also thought more time could be given to the subject overall, but especially more time to engage with the scenarios.

The respondents were informed that the Healthy Relationships lesson was created with the intention of being able to be completed within 50 minutes. They were asked to select from a list of options that best described their experience delivering the lesson around that 50-minute time criteria. As noted in Table 8, on the next page, slightly more than half indicated they were able to deliver the lesson using the complete 50 minutes but nearly one-third noted that they did not finish the lesson even though they had rushed the lesson.

From the below selections, please indicate one which best described your overall experience delivering the lesson	Frequency Percent (n=175)
Yes, I completed the lesson and used the entire 50 minutes	57%
No, I did not finish the lesson, even though I had rushed the lesson	30%
Yes, I completed the lesson and I had remaining time leftover	8%
No, I did not finish the lesson and left substantial portions incomplete	6%

Table 8: Experience Delivering Lesson

Those who selected the two options indicating that they did not finish the lesson were then asked to share what could have helped them finish the lesson within 50 minutes. Overall most of the 55 who responded indicated more time needed to be dedicated to the subject, especially using the scenarios activity with the valuable debrief and discussions after. Some suggested making this a two 50-minute session lesson plan; some indicated they had used two sessions to cover the lesson.

When asked how the lessons could be enhanced, 99 responded with suggestions. Many suggested that one 50 minute session focusing on Healthy Relationships did not provide enough time to complete the scenario activities, which many instructors thought valuable. Some suggested making this lesson a two-session lesson so that was given to provide enough time for the scenario activities and discussion for students. Some also suggested making the scenarios into videos for the students to view instead of reading through (as they may be more inclined to view videos prior to class than reading). A few noted that scenarios that show non-romantic relationships would also be helpful. Others indicated they would prefer professionals from Health Promotions facilitate the lesson as instructors felt the material outside of their expertise. A few indicated they found the lessons fine as they were.

Background

According to its website, <https://studentlife.tamu.edu/hp/>, Health Promotion, within the Offices of the Dean of Student Life (ODSL) “empowers all Aggies to embrace a culture of holistic well-being that fosters their academic, personal and professional success.” They offer presentations on a wide variety of topics as part of educational programming, and in the fall of 2020, created a series of lessons for Hullabaloo U instructors to deliver within that curriculum to first-year students at Texas A&M. Although Health Promotions (HP) and Student Life Studies have worked together to assess health education presentations prior to the fall of 2020, it was the first time assessing the experience of Hullabaloo U instructors in their delivery of these HP developed lessons.

Project Details

Online surveys were developed and available for three additional Healthy Promotions lessons offered to Hullabaloo U instructors (Alcohol Basics and Behavior, Importance of Sleep and Aggie on the Dot against Interpersonal Violence). However, the surveys were available as open links through the curriculum website, and as of January 3, 2021, no instructors had responded to these three surveys. Hence, results from those surveys cannot be presented in this report.

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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