

# **Student Life - Health Promotion Presentation Survey 2021-2022**

## **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. During the 2021-2022 academic year HP presentations were provided in both in-person and virtual formats.

## **Key Findings with Recommendations**

Student Affairs Planning, Assessment & Research (SAPAR) 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 (96% or more) 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, participants were pleased with the presentations as they were delivered. Those attending "Alcohol 101" and "Alcohol 201" provided more improvement suggestions than those who attended other presentations, and suggested that to improve the presentations, facilitators could make them more interactive.
- 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 "Alcohol 201," "Healthy Relationships with Yourself and Others" or "Stress and Time Management" 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' demographics indicated that the percentage of females attending has increased over the previous two years in comparison to males attending. If not already doing so, HP may want to increase marketing efforts of these workshops to organizations which include heavier male involvement in effort to have presentation attendance more closely reflect the Texas A&M population demographics. Please note demographics reported are reflective of respondents and may not be reflective of all participants.

## **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 2021 through June

2022). Six-hundred eighty-four participants responded, significantly more than the 189 surveys taken during the 2020-2021 academic year.

## **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 2021-2022 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.

The survey opened by asking respondents to select the topic of the presentation they attended. As shown in Table 1, Alcohol 201 was selected by more than one-third of respondents. Those who selected the custom title topic were asked to write in the topic. Of the 56 who responded, 51 wrote in "Taco Bout Healthy Relationships", and the remaining five listed "Bystander Intervention RELLIS," "Pillowtalk," "RELLIS" and "Stress and Time Management 101". Listing of response dates and number of responses per presentation topic can be found in the attached documents.

<b>Presentation Topic &amp; Number of Workshops</b>	<b>2021-2022 Frequency (n=684)</b>	<b>2020-2021 Frequency (n=186)</b>	<b>2019-2020 Frequency (n=1424)</b>
Alcohol 201	37%	--	--
Healthy Relationships (with Yourself and Others)	17%	48%	1%
Alcohol & Mental Health	16%	19%	10%
Alcohol 101	8%	1%	5%
Stress & Time Management	8%	11%	35%
Custom	8%	10%	1%
Consent 101	3%	--	--
Interpersonal Violence Prevention (IVP) 101	2%	2%	3%
Vaping	2%	--	--
Stalking for Love	<1%	--	--

Table 1: Presentation Topics

The attendees were asked to provide 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, on the following page, students attending the programs were primarily White, female, not first generation, and more than one-third were enrolled in the College of Liberal Arts.

	2021-2022 Frequency (n=651)	2020-2021 Frequency (n=186)	2019-2020 Frequency (n=1213)
<b>Ethnicity/Race</b>			
White	58%	46%	49%
Hispanic/Latinx of any race	29%	31%	34%
Asian	7%	15%	9%
Black/Multiracial with Black	3%	3%	3%
Multiracial excluding Black	3%	3%	2%
International	1%	2%	2%
American Indian	1%	--	<1%
Unknown or Not Reported	<1%	--	8%
<b>Sex</b>			
Female	85%	66%	69%
Male	15%	34%	32%
<b>Classification</b>			
Senior	29%	14%	16%
Sophomore	24%	22%	32%
Junior	24%	8%	22%
Freshman	20%	46%	29%
Masters	2%	--	--
Doctoral student	1%	4%	2%
Post Baccalaureate Undergraduate	<1%	--	--
<b>College</b>			
Liberal Arts	32%	14%	44%
Education	14%	8%	9%
Business	11%	4%	5%
Agriculture	10%	7%	4%
Veterinary Medicine	8%	22%	4%
Engineering	7%	28%	16%
General Studies	7%	6%	4%
Science	5%	5%	6%
Architecture	2%	2%	1%
Public Health	3%	<1%	7%
Nursing	1%	--	<1%
Geosciences	<1%	3%	1%
Bush School	--	<1%	<1%
<b>First Generation Status</b>			
Not First Generation	69%	73%	67%
First Generation	29%	22%	29%
Unknown	2%	5%	4%

Table 2: Demographics

Students were asked to provide their gender and self-report their classification. Of the 546 respondents, 84% reported themselves as female, 15% male and less than 1% as Gender-fluid/Non-binary/Genderqueer. The self-reported classifications of 563 respondents were 35% freshman, 25% junior, 21% sophomore, 16% senior, and 3% 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, and at a higher rate than respondents from the previous years.

<b>Statement</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2021-2022 Mean (sd) [n]</b>	<b>2020-2021 Mean (sd) [n]</b>	<b>2019-2020 Mean (sd) [n]</b>
<b>The facilitator effectively answered questions about the topic presented.</b>	76%	21%	3%	--	<1%	4.72 (.54) [647]	4.51 (.64) [176]	4.59 (.61) [1413]
<b>The facilitator (s) made the content engaging within the learning environment.</b>	74%	22%	3%	1%	<1%	4.69 (.57) [646]	4.53 (.62) [176]	*
<b>As a result of this presentation, I have a better understanding of how the topic impacts overall well-being.</b>	72%	26%	2%	1%	<1%	4.68 (.56) [646]	4.50 (.56) [176]	*
<b>As a result of the presentation, I know more about relevant resources available on campus or those available through the community.</b>	71%	25%	3%	1%	<1%	4.66 (.59) [647]	*	*

Table 3: Satisfaction and Outcomes

\*Question not asked

Participants were asked to report one new thing they learned from the presentation and 450 responded with various comments dependent on the topic presented. Attendees of the “Alcohol 201” presentations commonly noted BAC levels, browning out versus blacking out and the amount of alcohol considered as one drink as one new thing they learned from attending. Similarly, those attending “Alcohol and Mental Health” learned about symptoms of addiction, alcohol anorexia (drunkorexia), how to show empathy and help those with addiction find help. A few noted they learned that the perceived amount of alcohol consumed by college students is much higher than the actual amount of alcohol consumed by college students.

Those who attended the custom presentation “Taco about Healthy Relationships” and those who attended “Healthy Relationships with Yourself and Others” listed similar takeaways from attending those presentations. Comments included how to set boundaries, attributes of both healthy and unhealthy relationships, the importance of self-care, and resources available on campus to help. Likewise, the attendees of the “Stress and Time Management” presentations indicated the process of starting new habits, prioritizing sleep and also self-care as ways to reduce

and manage stress. Others noted time management tips such prioritizing planning, the four A's, and setting targets to reach goals.

When asked how they will apply what they learned from the presentation, attendees of the "Alcohol 201" and "Alcohol and Mental Health" presentations mentioned being more aware of their alcohol consumption, watching out for their friends, and becoming a resource for those struggling with addiction. Many indicated that they would drink more responsibly, not drink and drive, and use the tips from the presentations to pace themselves when they drink. Students who participated in the "Taco bout Healthy Relationships" and "Healthy Relationships with Yourself and Others" noted they would apply techniques to more effectively listen and communicate with others. Some mentioned they would reflect, respect boundaries, be aware of barriers and the "wills, won'ts, woulds and wants" in their relationships with others. The "Stress and Time Management" workshop attendees wrote they would create a schedule to help their time management, set aside time for self-care and set small goals to better manage time.

Respondents were next asked how the facilitation or content of the presentations could be improved, and most comments were complimentary of the programs or included no suggestions for improvements. The most recommendations for improvements came from attendees of Alcohol 101 and Alcohol 201; they primarily noted that more interaction with respondents, incorporating activities, visual aids and shorter segments within the presentations would enhance participants experiences.

## **Background**

According to its website, <https://studentlife.tamu.edu/hp/>, Health Promotion, within the department of Student Life "empowers all Aggies to embrace a culture of holistic well-being that fosters their academic, personal and professional success." 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 13th year that Health Promotion (HP) and SAPAR have worked together to assess health education presentations.

## **Project Details**

Student Affairs Planning, Assessment & Research 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 Affairs Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Planning, Assessment & Research can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Affairs Planning, Assessment & Research on Facebook.

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Report Prepared on: June 17, 2022