

Student Life: Health Promotion

Hullabaloo U Lesson- My Aggie Wellness Journey

2022-2023

Purpose of Assessment

Student Life Health Promotion (HP) staff offered 2022 Hullabaloo U instructors a series of 40-minute lessons to facilitate as part of the Hullabaloo U curriculum during their fall 2022 courses. The first lesson, My Aggie Wellness Journey, was intended to be delivered between August 24, 2022, and September 30, 2022. Students participating in the lesson were offered an open link or a QR code to access a survey at the end of the lesson, which assessed whether the students met the learning outcomes and whether they were receptive to and participated in lesson activities.

Key Findings with Recommendations

Student Affairs Planning, Assessment, and 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 Hullabaloo U lesson. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- Nearly all the participants indicated that they were able to identify the differences between healthy and unhealthy behaviors and 93% indicated that the Wellness Wheel activity allowed them to reflect on their well-being status. Additionally, 89% of the students said that the My Aggie Wellness Journey was user-friendly.
- The number of responses for fall 2022 (107) was lower than the number of responses in fall 2021 (1,807). SAPAR recommends working with the facilitators of Hullabaloo U to communicate with instructors about the importance of sharing the survey link with their students to get feedback for the lesson.
- Many participants also shared that it would be helpful to receive a list of campus resources and the dimension of wellness that those resources fall into. This was also feedback that was seen in last year's survey results. SAPAR recommends creating a resource guide to give to students to accompany the My Aggie Wellness Journey lesson.

Methods and Sample

An electronic survey was 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®.

The survey developed to assess the students' experience with the My Aggie Wellness Journey lesson contained five quantitative and two qualitative questions. The survey was made available to students at the end of their lesson through a QR code and open link, beginning August 24, 2022, and September 30, 2022. The number of students who received the link to the survey is unknown, but 107 responded to at least one question of the survey. Caution should be taken when comparing to last year's results due to a difference in the number of responses between years.

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 mean and frequency percentage order for 2022-2023 unless specified. Summary themes are provided in this report; the entire list can be found in a separate document.

The participants were presented with a five-point Likert scale to rate their level of agreement or disagreement on a series of statements. As shown in Table 1, 99% of the participants agreed or strongly agreed that they were able to identify the difference between healthy and unhealthy behaviors as they relate to overall well-being. Additionally, 93% of respondents agreed or strongly agreed that the Wellness Wheel Activity allowed them to reflect on their personal well-being statuses. Over three-fourths (79%) of the participants agreed or strongly agreed that they were able to identify campus resources for each dimension of well-being.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	2022 Mean (sd) [n]	2021 Mean (sd) [n]
I am able to identify the difference between healthy and unhealthy behaviors as they relate to overall well-being.	48%	51%	1%	--	--	4.46 (.53) [80]	4.56 (.60) [1,633]
The Wellness Wheel activity allowed me to reflect on my personal well-being status.	44%	49%	5%	3%	--	4.34 (.70) [80]	4.29 (.73) [1,634]
I am able to identify campus resources for each dimension of well-being.	31%	48%	14%	6%	1%	4.01 (.91) [80]	4.09 (.81) [1,634]

Table 1: Wellness Workshop Efficacy

Participants were then asked whether the Hullabaloo U My Aggie Wellness Journey was user-friendly. As shown in Table 2, 89% of the participants said yes, 10% said somewhat, and 1% of them said no.

Was the HU My Aggie Wellness Journey user-friendly?	2022 Frequency [n=71]	2021 Frequency [n=1,406]
Yes	89%	84%
Somewhat	10%	14%
No	1%	2%

Table 2: User-Friendly

The participants were then asked to share one campus resource that they could use to enhance their strongest dimension of well-being or one which they could use to develop their weakest dimension of well-being. Responses varied in the 66 comments, but the most common resources shared included CAPS, the Academic Success Center, the Rec Center, Tutoring, Math Learning Center, Academic Advisors, My SSP, and Student Activities. The complete list of responses can be found in the attached document.

Participants were asked who facilitated the lesson. As shown in Table 3, 63% of the participants reported that the lesson was facilitated by a combination of peer mentor and instructor, 19% by the peer mentor, and 18% by the instructor.

Who facilitated this lesson?	2022 Frequency [n=72]	2021 Frequency [n=1392]
Combination of Peer Mentor and Instructor	63%	70%
Peer Mentor	19%	16%
Instructor	18%	14%

Table 3: Lesson Facilitation

Participants were then asked how the My Aggie Wellness Journey lesson be improved. Many of the 48 responses complimented the lesson and said that nothing had to be improved. Some students shared that it would be helpful to hear student experiences from those who have utilized campus resources and more practical advice on how to incorporate the aspects of wellness into their lives. Many of the respondents shared that providing a list of campus resources and the dimensions of wellness that those resources fall into would be helpful for them. There were also a couple of students that responded about how they could improve their wellness. A full list of responses can be found in an attached document.

Background

According to its website, <https://studentlife.tamu.edu/hp/>, Health Promotion, within Student Life “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 2022, created a series of lessons for Hullabaloo U instructors to deliver within that curriculum to first-year students at Texas A&M. Health Promotions (HP) and Student Affairs Planning, Assessment, and Research have worked together to assess the student experiences of the My Aggie Wellness Journey lesson in fall 2021 and fall 2022.

Project Details

Student Affairs Planning, Assessment, and 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, and 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, and Research can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, anyone can follow Student Affairs Planning, Assessment, and Research on Facebook.

Report prepared for: Sarah Beth Heiar, Health Promotion
 Report prepared by: Gabrielle Tharp, Student Affairs Planning, Assessment, and Research
 Survey designed by: Susan Fox-Forrester, Student Affairs Planning, Assessment, and Research
 Analysis prepared by: Dr. Robert Tirso, Student Affairs Planning, Assessment, and Research
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