

Student Life: Health Promotion

Hullabaloo U Lesson- My Aggie Wellness Journey

2023

Purpose of Assessment

Student Life Health Promotion (HP) staff offered 2023 Hullabaloo U instructors a series of 40-minute lessons to facilitate as part of the Hullabaloo U curriculum during their fall 2023 courses. The first lesson, My Aggie Wellness Journey, was intended to be delivered in the early weeks of the semester between August 24, 2023, and September 30, 2023. 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 & 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 92% 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 same as reported last year.
- Many participants shared that it would be helpful to have campus resources more specifically identified and associate the dimension of wellness with those resources. This feedback was similar to that noted in the previous year's survey results. SAPAR recommends creating a resource guide to give to students to accompany the My Aggie Wellness Journey lesson, or if already created (as it had been recommended previously) perhaps more lesson time should be given to identifying resources and their association with the wellness wheel.

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 contained five quantitative and two qualitative questions and was made available to students at the end of their lesson through a QR code and open link, beginning August 24, 2023, and ending November 30, 2023. The number of students who received the link to the survey is unknown, but 727 answered at least one question, a sizable increase over the 107 responses to last year's evaluation.

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 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 on the following page, 96% 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, 92% of respondents agreed or strongly agreed that the Wellness Wheel Activity allowed them to reflect on their personal well-being statuses. Over three-fourths (86%) 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)	2023 Mean (sd) [n]	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.	52%	44%	2%	1%	1%	4.47 (.64) [727]	4.46 (.53) [80]	4.56 (.60) [1,633]
The Wellness Wheel activity allowed me to reflect on my personal well-being status.	43%	49%	7%	--	1%	4.32 (.71) [727]	4.34 (.70) [80]	4.29 (.73) [1,634]
I am able to identify campus resources for each dimension of well-being.	34%	52%	11%	2%	1%	4.17 (.75) [725]	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, tx.ag/tamuwellness, was user-friendly. As shown in Table 2, the same percentage of participants said yes and somewhat as last year.

Was the HU My Aggie Wellness Journey tx.ag/tamuwellness user-friendly?	2023 Frequency [n=683]	2022 Frequency [n=71]	2021 Frequency [n=1,406]
Yes	89%	89%	84%
Somewhat	10%	10%	14%
No	2%	1%	2%

Table 2: User Friendliness of tx.ag/tamuwellness

The participants were then asked to share one campus resource that they could use to enhance their strongest dimension of well-being or one that they could use to develop their weakest dimension of well-being. Responses varied in the 508 comments, but the most common resources shared included University Health, Mental Health Services (formerly known as CAPS), Recreational Sports, TELUS (mental health app), the Academic Success Center, and the Math Learning Center. The complete list of responses can be found in the attached document.

Participants were asked who facilitated the lesson. As shown in Table 3 on the following page, nearly half indicated the lesson was facilitated by the instructor, which is markedly higher than in the previous two years.

Who facilitated this lesson?	2023 Frequency [n= 685]	2022 Frequency [n=72]	2021 Frequency [n=1392]
Instructor	48%	18%	14%
Combination of Peer Mentor and Instructor	43%	63%	70%
Peer Mentor	10%	19%	16%

Table 3: Lesson Facilitation

Participants were then asked how the My Aggie Wellness Journey lesson could be improved. Over half of the 367 responses complimented the lesson and said that nothing had to be improved. Some students shared that it would be helpful to associate campus resources with the dimensions of the wellness wheel. Others just wanted more in-depth specifics about the resources available to them. Some suggested the lesson include more interaction and slowing the lesson down, giving them more time to complete the wellness wheel exercise. Many students just responded by noting how they could improve their wellness based on the lesson. 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 2021, 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 since the fall of 2021.

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://sapar.tamu.edu/results/>. Additionally, anyone can follow Student Affairs Planning, Assessment & Research on Facebook.

To work with SAPAR for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

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