

Student Life

Health Promotion: Hullabaloo U Healthy Relationships Lesson

Fall 2023

Purpose of Assessment

As part of the 2023 Hullabaloo U curriculum, Health Promotion (HP) staff were required to provide a lesson called Healthy Relationships. Instructors and students were surveyed after the Healthy Relationship lesson was facilitated during weeks six through 11 to measure its effectiveness from each of their perspectives. This lesson was provided to multiple Texas A&M campuses as well as the College Station campus.

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

- More than 90% of instructors indicated they completed this lesson in one 40-minute session and about two-thirds (65%) of these instructors indicated that they were able to complete the lesson in 40 minutes. About one-third (29%) completed the lesson and had time remaining, about double those who said the same last year.
- Nearly half (48%) of instructors responding said they used the Healthy Relationships Google site to help prepare for facilitating the lesson, found it valuable in doing so, found it easy to navigate more so than last year's respondents. However, one-fifth or fewer said they attended either the in-person training (20%) or the virtual training (10%) although both were reported helpful in preparing to facilitate the lesson.
- The number of instructors responding to the survey was noticeably less than in previous years (n=57) and may not fully be representative of the College Station campus instructors as nearly half of responders were from the Galveston campus. If a similar assessment is offered next year, in an effort to increase the number of responses from the College Station campus, staff may want to consider returning to sending a unique link to each instructor instead of providing an open link within instruction materials.
- The instructor assessment had multiple questions about the instructors' perception of student learning during this lesson. These questions included what students would have found valuable, awareness of resources, and students' ability to identify evidence-based behaviors of different types of relationships.
 - SAPAR recommends asking these questions or ones like them to the students themselves within the student assessment to understand the students' perceptions of their learning. As the assessment is an electronic survey, questions could be randomized so that the number of responses to the questions is optimized but the survey for any one student is not too lengthy.
- Nearly all (98%) of the students agreed or strongly agreed that they were able to identify healthy, unhealthy, and abusive relationships after participating in the lesson. They most identified healthy conflict as the behavior of a healthy relationship they learned more about as desirable within relationships, and most identified manipulation as a behavior of unhealthy relationships they learned more about as undesirable within relationships. The students also most frequently identified the term love bombing as the term associated with abusive relationships presented during the lesson that was newest to them.
- When asked what improvements were needed, a majority of student respondents shared that the lesson was good as is and did not need improvements. Students who shared additional feedback focused on the scenarios, recommending there be more per type of relationship and that all students go through all of the scenarios. Other students wanted more information about ways to resolve or improve the relationship challenges presented. Some recommended improvements to the website function like more resource tabs for easier navigation and some found that the website was not mobile phone friendly.

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 instructors' survey contained 32 quantitative and five qualitative questions. The survey was offered to instructors through a QR code and open web link provided in the lesson materials sent by Health Promotions and Hullabaloo U staff in September. The survey closed on December 4, 2023. It is unknown how many instructors received the QR code/open web link to the survey but 57 responded, fewer than the 147 responses last year when the survey was distributed through email near the end of the semester.

The students' survey was developed to assess the student experience with the Healthy Relationship lesson and contained 15 quantitative questions and two qualitative questions. The survey was made available to students from multiple Texas A&M campuses participating in the lesson by the instructor at the end of it. As the survey was available through an open link, it is unknown how many were presented with the link; however, 1,881 responded to at least one question (1,815 indicated they were from the College Station campus). This is a large increase in response over 2022 when 185 students responded.

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. This lesson was taught at multiple campuses and this report contains student response results from all campuses. Results from the students' assessment responses separated by campus can be found in separate documents. Summary themes are provided in this report; the entire list can be found in a separate document. Comparisons to the previous year's results are included where appropriate. This report contains two sections: Healthy Relationships Lesson Instructor Assessment and Healthy Relationships Lesson Student Assessment.

Healthy Relationships Lesson Instructor Assessment

The first two questions asked instructors to report if they were new instructors for Fall 2023 or if they were returning Hullabaloo U instructors, and at which campus they facilitated the Healthy Relationships lesson. As seen in Tables 1 and 2, on this page and the following page, most of the instructors responding were new to teaching this initiative in fall 2023, and most instructors responding to the assessment were from the Texas A&M Galveston campus.

Are you a new or returning Hullabaloo U Instructor in Fall 2023?	2023 Frequency Percent [n=57]
New (Fall 2023 was my first time teaching for this initiative)	83%
Returning (I taught for this initiative during and prior to Fall 2023)	18%

Table 1: New or Returning Instructor

What campus did you attend when participating in the Healthy Relationships lesson?	2023 Frequency Percent [n=57]
Texas A&M Galveston	51%
Texas A&M University (College Station)	49%
Austin Community College	-
Blinn College	-
Other	-
Texas A&M McAllen	-
Texas A&M Qatar	-
Dallas College	-
Houston Community College	-
Tarrant County College	-

Table 2: Instructor's Campus

Instructors were asked to report the format of their class delivery for this lesson from a select-all-that-apply list. Presented in Table 3, the most frequently chosen format of class delivery was the fully in-person format, although at a much lower rate than respondents of the previous two years.

What was the format of your class delivery for this lesson? Please select all that apply,	2023 Frequency [n=57]	2022 Frequency [n=132]	2021 Frequency [n=164]
Fully in person with no virtual participants	51%	99%	84%
Fully Online	44%	<1%	10%
I did not facilitate the Healthy Relationships lesson	4%	<1%	-
Hybrid, with some students face-to-face and other students participating virtually	4%	-	7%
Other: Please describe	-	-	<1%

Table 3: Healthy Relationships Lesson Delivery Format

Respondents were provided a list of resources and were asked to select what resources they used to prepare to facilitate the lesson. They could select all that applied to them. Table 4 shows that the Healthy Relationships Google site was the most frequently selected resource by respondents.

Which of the following did you use to prepare to facilitate this lesson? (select all that apply)	2023 Frequency Percent
Healthy Relationships Google site	48%
Lesson plan	35%
Instructor version of the scenario cards	30%
Prior-to-class email	30%
Train-the-trainer virtual demo (September 27, 2023)	20%
Train-the-trainer in-person demo (September 26, 2023)	10%
None of the above	8%

Table 4: Resources Instructors Used (n=40)

For each of the resources, respondents indicated they used to prepare to facilitate the lesson, they were then asked whether the selected resource enhanced their ability to facilitate the lesson. As seen in Table 5, nearly all instructors responding reported that all materials enhanced their ability to facilitate this lesson.

Did the following materials enhance your ability to facilitate this lesson?	Yes	No
Train-the-trainer virtual demo [n=6]	100%	-
Train-the-trainer in-person demo [n=4]	100%	-
Healthy Relationships Google site [n=19]	100%	-
Lesson plan [n=14]	100%	-
Instructor version of the scenario cards [n=12]	100%	
Prior-to-class email [n=12]	92%	8%

Table 5: Materials Enhancing the Lesson

Instructors were given the option this year to complete this lesson during one 40-minute class period or over two 30-minute class periods. Table 6 shows that the majority of instructors responding taught this lesson during one class period.

Did you teach this lesson during one class period or over the course of two class periods?	2023 Frequency Percent [n=36]	2022 Frequency Percent [n=127]
One class period	94%	91%
Two class periods	6%	9%

Table 6: Number of Class Periods

Next, instructors were asked about their ability to complete the lesson utilizing either option above. Table 7 shows the instructors' responses who taught during one class period in comparison to instructors who taught during two class periods. Of the instructors that taught the lesson in one 40-minute session, nearly two-thirds used the entire 40 minutes to complete the lesson, fewer than reported so last year. Nearly one-third indicated having time left over, over double the percent reporting so last year. The two instructors who indicated teaching the lesson in two 30-minute sessions also indicated having remaining time left over.

Were you able to complete the lesson?	2023 One 40- minute Session [n=34]	2022 One 40- minute Session [n=116]	2023 Two 30- minute Sessions [n=2]	2022 Two 30- minute Sessions [n=11]
Yes, I completed the lesson and used the entire 40 minutes	65%	72%	-	-
Yes, I completed the lesson and had remaining time left over	29%	14%	100%	18%
No, I did not finish the lesson and I left portions incomplete	6%	14%	-	-
Yes, I completed the lesson and used the entire 30 minutes of each class period to do so	-	-	-	82%

Table 7: Ability to Complete the Lesson

The instructors who indicated that they were not able to finish the lesson were asked what could have helped them to complete the lesson in the time allotted. The instructor who responded said that the Healthy Relationship lesson being shorter would have helped (College Station campus – one class period).

Instructors were asked if following the completion of the lesson, if they felt that their students understood the fundamental differences between healthy, unhealthy, and abusive relationship patterns. Table 8 shows that 89% instructors felt that their students understood the fundamental differences between each relationship type. Instructors who answered “unsure” were asked to explain why. Two College Station instructors responded. One noted that having the student groups work on separate scenarios did not give all students the opportunity to fully learn about the two relationship patterns they did not review. The other respondent said that for them to facilitate discussions about all three patterns within the time allotted they felt discussions were rushed, so students could not have internalized the information for all three.

Following the completion of the lesson, do you feel that your students understood the fundamental differences between healthy, unhealthy, and abusive relationship patterns?	2023 Frequency Percent [n=127]	2022 Frequency Percent [n=127]
Yes	89%	88%
Unsure	11%	11%
No	-	1%

Table 8: Students Ability to Recognize Relationship Patterns

Next, using a five-point scale, the instructors were asked to rate their level of agreement or disagreement with statements relating to their students’ understanding of the different relationship scenario groups. Respondents were also provided the response option to select “I don’t know”; if selected, those responses were removed from the analysis. Table 9, on the next page, reflects respondents’ level of agreement with statements about the Healthy Relationship scenario. As shown in Table 9, over 90% of respondents either strongly agreed or agreed with all four statements and agreed at a higher rate than last year’s respondents.

Statement	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n]	2022 Mean (sd) [n]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Taking Responsibility</i>	72%	25%	3%	-	-	4.69 (.54) [32]	4.24 (.73) [110]
By the end of the scenario, students were able to understand why this was a healthy relationship pattern between family members	64%	30%	6%	-	-	4.58 (.61) [33]	4.18 (.72) [110]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Independence</i>	66%	25%	9%	-	-	4.56 (.67) [32]	4.17 (.74) [110]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Healthy Conflict</i>	63%	28%	9%	-	-	4.53 (.61) [32]	4.35 (.61) [110]

Table 9: Healthy Relationship Statements

Table 10 reflects responding instructors' level of agreement or disagreement with statements about the Unhealthy Relationship Scenario. As shown in Table 10, on the next page, over 93% of respondents either strongly agreed or agreed to all statements, and at a higher rate than last year.

Statement	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n]	2022 Mean (sd) [n]
By the end of the scenario, students were able to understand why this was an unhealthy relationship pattern between two friends	63%	34%	3%	-	-	4.59 (.56) [32]	4.37 (.55) [112]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Deflecting Responsibility</i>	63%	31%	6%	-	-	4.56 (.62) [32]	4.29 (.67) [111]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Guilt</i>	57%	40%	3%	-	-	4.53 (.57) [30]	4.37 (.63) [111]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Belittling</i>	56%	41%	3%	-	-	4.53 (.57) [32]	4.30 (.68) [111]

Table 10: Unhealthy Relationship Statements

Table 11 reflects responding instructors' level of agreement or disagreement with statements about the Abusive Relationship Scenario. As shown in Table 11, at least 90% of respondents either strongly agreed or agreed with all statements and at a slightly higher rate than last year's respondents.

Statement	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n]	2022 Mean (sd) [n]
By the end of the scenario, students were able to understand why this was an abusive relationship pattern between dating partners	72%	25%	3%	-	-	4.69 (.54) [32]	4.42 (.60) [110]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Escalation</i>	64%	32%	4%	-	-	4.61 (.57) [28]	4.33 (.67) [110]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Power and Control</i>	59%	31%	9%	-	-	4.50 (.67) [32]	4.40 (.62) [110]
Students in this group were able to identify at least one example of the evidence-based behavior <i>Love Bombing</i>	56%	38%	6%	-	-	4.50 (.62) [32]	4.30 (.71) [110]

Table 11: Abusive Relationship Statements

Next, instructors were asked about their level of agreement or disagreement that after the lesson, students were aware of where to seek resources pertaining to power-based personal violence. Table 12 shows that more than three-quarters of responding instructors agreed or strongly agreed that their students were aware of where to seek resources pertaining to power-based personal violence.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n]	2022 Mean (sd) [n]
Following the lesson, students were aware of where to seek resources pertaining to power-based personal violence	48%	33%	19%	-	-	4.30 (.78) [27]	4.28 (.49) [114]

Table 12: Student Awareness of Resources

Instructors were then asked what was valuable about the Healthy Relationships lesson for their students and there were 19 varied responses. Some indicated the scenarios, activities, and discussions were valuable to the students, the ability to distinguish between healthy and unhealthy behaviors, and that healthy relationships can still contain conflicts and disagreements. Others noted that receiving resources was helpful as was students' understanding that self-advocating to remove oneself from unhealthy or abusive relationships is ok. A full list of responses can be found in a separate document.

Next, instructors were asked to rate their level of agreement or disagreement regarding the ease of use of the Healthy Relationship Google Site. Respondents were also provided a choice to select "not applicable/did not use" and those chosen responses were removed from the analysis. Table 13 shows that over three-quarters of respondents either agreed or strongly agreed that the site was easy for them to use.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n=31]	2022 Mean (sd) [n=109]
The Healthy Relationship Google Site was easy for you to use	68%	19%	10%	3%	-	4.52 (.81)	3.96 (.85)

Table 13: Navigation of Google Site

Respondents who indicated early in the survey that they were returning instructors (instructors prior to and during Fall 2023) were informed about changes that were made to the lessons and instructor training based on the Fall 2022 evaluations. They were then asked to provide feedback regarding the changes by responding to a series of four questions asking about elements of those changes. Table 14, on the next page, shows the results of the two respondents' answers to these questions.

	Yes	About the same as last year	No
Did the decrease in scenario cards improve the facilitation of the lesson within the time given?	100%	-	-
	Yes	Did not attend	No
Did the Train-the-Trainer demo improve your confidence in teaching this lesson?	50%	50%	-
	Yes	Did not use	No
Did you find that the consent and boundaries supplement enhanced student learning around healthy relationships?	50%	50%	-
	Yes	-	No
Did the highlighting on the instructor cards assist you in identifying where evidence-based behaviors were occurring?	100%	-	-

Table 14: Changes in the lesson [n=2]

When asked how the Healthy Relationships lesson could be improved for the next cycle of Hullabaloo-U, 16 responded with feedback. About one-third indicated the lesson was good as is, needing no changes. About one-quarter recommended more interaction or discussion time. Three respondents provided detailed suggestions, which included condensing the text of the healthy relationship scenario, replacing group reading of the scenarios with videos of each relationship type, and having a PowerPoint for the lesson available in the learning management system. A complete list of responses is available in a separate document.

Lastly, instructors were asked from their point of view, what is one thing that they would like to see included in the Fall 2024 instructor training or materials that would help them prepare for this lesson. Seventeen responded with feedback. The instructors responding shared that a PowerPoint presentation would be helpful, as would clearer instructions on facilitating the lesson and creating videos for each scenario. About one-third of the instructors shared that they did not have any additional feedback. A complete list of responses is available in a separate document.

Healthy Relationships Lesson Student Assessment

The assessment opened by asking respondents which campus they attended when participating in the Healthy Relationship lesson. As noted in Table 15, nearly all indicated attending Texas A&M University at College Station. The respondent who selected "Other" wrote that they attended East Carolina University.

What campus did you attend when participating in the Healthy Relationships lesson?	Frequency Percent [n=1,881]
Texas A&M University (College Station)	97%
Texas A&M Galveston	3%
Austin Community College	<1%
Blinn College	<1%
Other	<1%
Texas A&M McAllen	-
Texas A&M Qatar	-
Dallas College	-
Houston Community College	-
Tarrant County College	-

Table 15: Campus Attended when Participating

The students were asked to rate their agreement or disagreement before and after the lesson whether they were able to identify evidence-based behaviors of healthy relationships, unhealthy relationships, and abusive relationships as well as their ability to identify resources. Table 16, in descending order by the “after” results shows that more students strongly agreed with each statement after participating in the Healthy Relationships lesson.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	2023 Mean (sd) [n]	2022 Mean (sd) [n]
I was able to identify evidence-based behaviors of <u>healthy</u> relationships. (Before)	45%	50%	5%	1%	<1%	4.38 (.63) [1,778]	4.36 (.64) [163]
I was able to identify evidence-based behaviors of <u>healthy</u> relationships. (After)	77%	22%	1%	-	<1%	4.76 (.46) [1778]	4.66 (.52) [163]
I was able to identify evidence-based behaviors of <u>abusive</u> relationships. (Before)	47%	45%	6%	2%	<1%	4.37 (.68) [1,670]	4.44 (.62) [155]
I was able to identify evidence-based behaviors of <u>abusive</u> relationships. (After)	74%	25%	2%	-	<1%	4.72 (.49) [1,666]	4.69 (.52) [153]
I was able to identify evidence-based behaviors of <u>unhealthy</u> relationships. (Before)	38%	51%	9%	2%	<1%	4.25 (.71) [1,739]	4.24 (.71) [164]
I was able to identify evidence-based behaviors of <u>unhealthy</u> relationships. (After)	72%	27%	1%	<1%	<1%	4.70 (.51) [1,737]	4.63 (.51) [164]
I know where to seek more information and resources pertaining to power-based personal violence. (Before)	28%	34%	22%	15%	1%	3.72 (1.07) [1,678]	3.55 (1.09) [155]
I know where to seek more information and resources pertaining to power-based personal violence. (After)	58%	37%	3%	2%	<1%	4.52 (.65) [1,673]	4.42 (.55) [154]

Table 16: Students’ Knowledge Before and After Lesson

Those respondents who selected strongly agree, agree, or neither agree nor disagree when asked if after participating in the lesson they were able to identify evidence-based behaviors of healthy relationships were next asked to identify behaviors of a healthy relationship they learned more about as desirable within relationships. Respondents were provided a list of 10 behaviors and the opportunity to select as many of the 10 behaviors that apply. **Table 17**, on the next page, healthy conflict and respect were the top two behaviors most frequently selected.

By participating in this lesson which behaviors of a healthy relationship did you learn more about as desirable with relationships? (select all that apply)	Frequency Percent [n=1,740]
Healthy conflict	70%
Respect	64%
Independence	60%
Taking responsibility	60%
Trust	58%
Honesty	55%
Equality	42%
Kindness	41%
Comfortable pace	38%
Fun	28%

Table 17: Healthy Relationship Behaviors Learned

Those respondents who selected strongly agree, agree, or neither agree nor disagree when asked if after participating in the lesson they were able to identify evidence-based behaviors of unhealthy relationships were next asked to identify behaviors of unhealthy relationships they learned more about as undesirable within relationships. Respondents were provided a list of 10 behaviors and the opportunity to select as many of the 10 behaviors that apply. As shown below in Table 18, manipulation and guilting were the top two behaviors most frequently selected.

By participating in this lesson which behaviors of unhealthy relationships did you learn more about as undesirable within a relationship? (select all that apply)	Frequency Percent [n=1,693]
Manipulation	67%
Guilting	65%
Belittling	61%
Deflecting responsibility	60%
Possessiveness	58%
Isolation	43%
Intensity	42%
Sabotage	39%
Volatility	37%
Betrayal	35%

Table 18: Unhealthy Relationship Behaviors Learned

Those respondents who selected strongly agree, agree, or neither agree nor disagree when asked if after participating in the lesson they were able to identify evidence-based behaviors of abusive relationships were next asked to identify which terms presented during the lesson were new to them. Respondents were provided a list of 4 terms and asked to select all that apply. Respondents were also provided the option to indicate that none of the terms listed were new to them. As shown in Table 19, on the following page, Love Bombing was the term most frequently selected.

Which of these terms presented during the lesson were new to you? (select all that apply)	Frequency Percent [n=1,647]
Love Bombing	52%
Power and Control Wheel	45%
Cycle of Abuse	27%
None of these terms were new to me	22%
Escalation	21%

Table 19: Abusive Relationship New Terms

Those respondents who selected strongly agree, agree, or neither agree nor disagree when asked if after participating in the lesson they knew where to seek more information and resources pertaining to power-based personal violence, were next asked to list one new resource (campus, local community or national) that they learned about. Of the 1,233 responses, students commonly listed Counseling & Psychological Services (campus counseling services), Baylor, Scott and White, confidential resources, Green Dot Bystander Intervention program, Healthy Relationships website, One Love Foundation, Pride Center, Scotty's House, Sexual Assault Resource Center (SARC), and the Step In Stand Up Campaign. Many students also noted Student Health Services, Help Hotline, Campus Police, Texas A&M Student Assistance Services, and Title IX as new resources they learned about from the lesson.

Students were then asked if they received an email before the class that previewed the lesson for them. Of the 1,670 students that responded, 61% said yes, 22% said no and 17% said maybe, similar to the responses to this question last year (63% said yes, 20% said maybe and 17% said no). The students who responded that they had received an email or maybe received an email were then asked if they did the pre-class work that was asked of them in the email. Of the 1,298 students that responded, 47% said yes, 25% said some, and 27% said no. A slightly higher percentage of students this year reported completing more pre-class work than in 2022 (46% said yes, 23% said some, and 31% said no).

Students were also asked if the HU Healthy Relationship website was user-friendly. Of the 1575 that responded, 92% said yes, 7% were unsure, and 1% answered no, similar to last year (93% said yes, 7% were unsure, and none answered no).

Finally, the students were asked to share how the Healthy Relationships lesson could be improved. There were 585 responses that varied. About two-thirds of the responses shared that the lesson was good, no improvements were needed or just indicated they did not know. Many of those who suggested improvements focused on the scenarios, recommending there be more scenarios per type of relationship and that all students go through all of the scenarios. Others noted that the scenarios were unrealistic and some of the students wanted more information about ways to resolve or improve the relationship challenges presented. Quite a few of the comments focused specifically on the website function, some saying it was easy to navigate but others recommended more resource tabs for easier navigation. A few commented that the website was not mobile phone friendly. The complete list of responses is available in a separate 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 2020, 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 & Research have worked together to assess health education presentations prior to the advent of Hullabaloo U. It was the fourth time assessing the

experience of Hullabaloo U instructors in their delivery of these Healthy Relationship lessons, and the third time assessing the student experience with the lessons.

Project Details

The Department of 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, division staff can follow Student Affairs Planning, Assessment & Research on Facebook.

To work with Student Affairs Planning, Assessment & Research for future assessment projects, please fill out the Assessment Request form at <https://sapar.tamu.edu/aqform/>.

Report prepared for: Dr. Denise Cristafi, Health Promotion, Student Life
Report prepared by: Susan Fox-Forrester, Student Affairs Planning, Assessment & Research
Survey designed by: Susan Fox-Forrester, Student Affairs Planning, Assessment & Research
Analysis prepared by: Dennis Trukawka, Student Affairs Planning, Assessment & Research
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