Turning Wellbeing Data into Effective Programming

NASPA

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• 2017 Wellbeing Assessment data
  • 11 schools
  • 3864 students
• Students face mood challenges
  • 75% unable to stop worrying
  • 54% felt depressed
  • 54% felt isolated
Wellbeing dimensions

1. Meaning
2. Purpose
3. Engagement
4. Belonging
5. Relationships
6. Positivity
7. Openmindedness
8. Intellectual humility
9. Lifelong service
10. Volunteerism
11. Standing up to discrimination
• Students face challenges to their sense of meaning and purpose
  • 28% disagreed that they do something meaningful every day
  • 17% said life does not feel meaningful
  • 19% disagreed that they could talk to faculty/staff about goals
  • 27% had been discouraged by a professor
• Project
• Key ingredients for successful programs
• The Engine Model & the Wellbeing Assessment
• Using data to inform practice
• Future directions
• Get involved!
Purpose: Successful programming

- Operationalized constructs
- Sound measures
- Evidence-based practice
- Evaluation
Developmentally relevant
Research-supported
University-supportable
1. Meaning
2. Purpose
3. Engagement
4. Belonging
5. Relationships
6. Positivity
7. Openmindedness
8. Intellectual humility
9. Lifelong service
10. Volunteerism
11. Standing up to discrimination
How do you get home after work?
Founded on the *Engine Model of Well-being*

- Developed by WFU Psychology faculty Eranda Jayawickreme, PhD

The Engine Model is a framework for wellbeing

[https://doi.org/10.1037/a0027990](https://doi.org/10.1037/a0027990)
Pathways are the requirements for achieving wellbeing. They can vary depending across the dimensions of wellbeing.

Outcomes are voluntary behaviors, attitudes, and emotional states characteristic of wellbeing.
General pathways

Ex: financial stability, access to healthcare, basic safety, having daily habits, etc.

Each dimension has pathways that are appropriate for short-term programming

- Meaning pathways: Positive narratives re: self, world, self in relation to world
- Purpose pathways: Long-term, self-transcendent goals, knowing how to achieve goals
- Belonging pathways: Freedom from discrimination, supportive friendships
- Engagement pathways: Availability of meaningful activities that expand skills

Multiple dimensions to wellbeing

Wellness / wellbeing

Happiness

Life satisfaction

Resilience
Example: Meaning dimension

• Pathway items
  • Courses at school
  • People I can talk to (family, friends, faculty, staff)
  • Know what I find meaningful
  • Know values

• Outcome items
  • Life feels meaningful
  • Do something meaningful every day
  • Live life in a meaningful way
What else are we measuring?

- **Global life evaluations**
  - Happiness and life satisfaction

- **Whether people are living well**
  - GPA, intent to transfer, expected activities after college, academic engagement

- **General pathways**
  - Finances, physical and mental health, substance use, demographics
Successful programming

- Operationalized constructs
- Sound measures
- Evidence-based practice
- Evaluation
Student cognitive interviews
State-of-the-art statistical modeling
Comparisons across data sources
Psychometrically rigorous instrument

Methods

Quantitative (statistics)

Validation (predicted relationships)

Qualitative (interviews)
Methods

• Interviews
  • Third party: Public Agenda, RTI
  • 3 rounds; 4th planned

• Statistical methods
  • Planned missing data designs
  • Matching estimators (imputation & WLSMV, FIML)
  • Structural equation models (CFA, MIMIC, ESEM)
Measures

• Thriving Quotient – quick wellbeing snapshot
• Wake’s Wellbeing Assessment
• NCHA – health & substance use
• Healthy Minds – mental health & services use
• CIRP – student characteristics, involvement, diversity
• NIRSA – student recreation engagement
• NSSE – student engagement
Other data you probably already have

- Academic records
- Student engagement records
- Academic materials: essays, test scores
- Student media materials
- Programming efforts records
- Student program feedback
- Faculty/staff wellbeing, records, engagement, etc.
Spring 2017 Results

• 11 schools from across the country
• 3 benchmark groups
  • 5 private
  • 3 small public (< 15,000)
  • 3 large public (>15,000)
• 3864 participants
• Weighted using raking
Sexual Orientation

- Asexual: 5%
- Bisexual: 7%
- Gay: 2%
- Heterosexual: 83%
- Lesbian: 1%
- Other: 2%
Methods for discrimination rates

• **Items**
  • During the past academic year, I have experienced discrimination due to my…

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
</table>

• **Analysis**
  • Coded into binary: Never / all other options
  • Plotted the “all other options”
Rates of Discrimination Experiences

<table>
<thead>
<tr>
<th>Category</th>
<th>Private</th>
<th>Small Public</th>
<th>Large Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/Ethnic</td>
<td>32%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Gender</td>
<td>37%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>31%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Political Beliefs</td>
<td>45%</td>
<td>39%</td>
<td>44%</td>
</tr>
</tbody>
</table>
Methods for wellbeing rates

- 3 outcome items for each dimension

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Slightly agree</th>
<th>Slightly disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

- Analysis
  - Created binary variables: Agree options / disagree options
  - Summed
  - Plotted participants with sums of 3
<table>
<thead>
<tr>
<th></th>
<th>Private Small</th>
<th>Public Small</th>
<th>Large Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>79%</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>89%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Belonging</strong></td>
<td>76%</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>88%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Volunteerism</strong></td>
<td>81%</td>
<td>81%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Successful programming

- Operationalized constructs
- Sound measures
- Evidence-based practice
- Evaluation
Evidence-based programs

• use a defined curriculum or set of services that, when implemented with fidelity as a whole,

• has been validated by some form of scientific evidence.

https://www.childwelfare.gov/topics/management/practice-improvement/evidence/ebp/definitions/
Definition: Evidence-based Practice

- Data & research
- Expert judgment
- Student needs, interests, & values
- Manualized, evidence-based programs

Guyatt, et al., 1992, JAMA
Research & dissemination process

Ontology, nomology, etiology

Translation, dissemination, and implementation

Applied use
Worksheet
Defining program targets

- **Pathway items**
  - People I can talk to (family, friends, faculty, staff)
  - Courses at school
  - Know what I find meaningful
  - Know values

- **Outcome items**
  - Life feels meaningful
  - Do something meaningful every day
  - Live life in a meaningful way
Defining program targets

• Pathway items
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Socio-ecological Framework

We need a both/and approach!

**Community**
- Campus climate, policies, social and cultural norms

**Relationship**
- Peer circles, faculty/staff to student relationships

**Individual**
- Personal histories, attitudes, beliefs, behaviors

Worksheet box 3
Example: Meaning dimension

• Pathway items
  • Courses at school
  • People I can talk to (family, friends, faculty, staff)
  • Know what I find meaningful
  • Know values

• Outcome items
  • Life feels meaningful
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Example: Meaning dimension

- **Pathway items (MTO)**
  - People I can talk to (family, friends, faculty, staff)
  - Courses at school
  - Know what I find meaningful (STO?)
  - Know values (STO?)

- **Outcome items (LTO)**
  - Life feels meaningful
  - Do something meaningful every day
  - Live life in a meaningful way
Worksheet box 6

**Resources/Inputs**
- Identify: available activities, staff, communication platforms

**Activities**
- Collating list of activities, developing & deploying ad campaign

**Outputs**
- Number of: Emails, posters, announcements, etc.

**Short- and Medium-term Outcomes**
- Pathways: More knowledge
- Output: More engagement

**Impact**
- More: life satisfaction, affective wellbeing, retention, etc.

**STO & MTO: Pathways**

**LTO: Outcomes, Other variables**

**Your Planned Work**

**Your Intended Results**
Worksheet box 7

Which of your stakeholders are not currently as involved as they could be?

How can you engage them?
Get involved!

• Join the Wellbeing Assessment
  • We have several spots left
  • Free this year
  • Summer Learning Collaborative
• Participate in programming research
• Use our data
• Join our listserv
Thank you

WellbeingCollaborative.wfu.edu