Building strong foundations for wellbeing programs, policies, and practices

NASPA 2019

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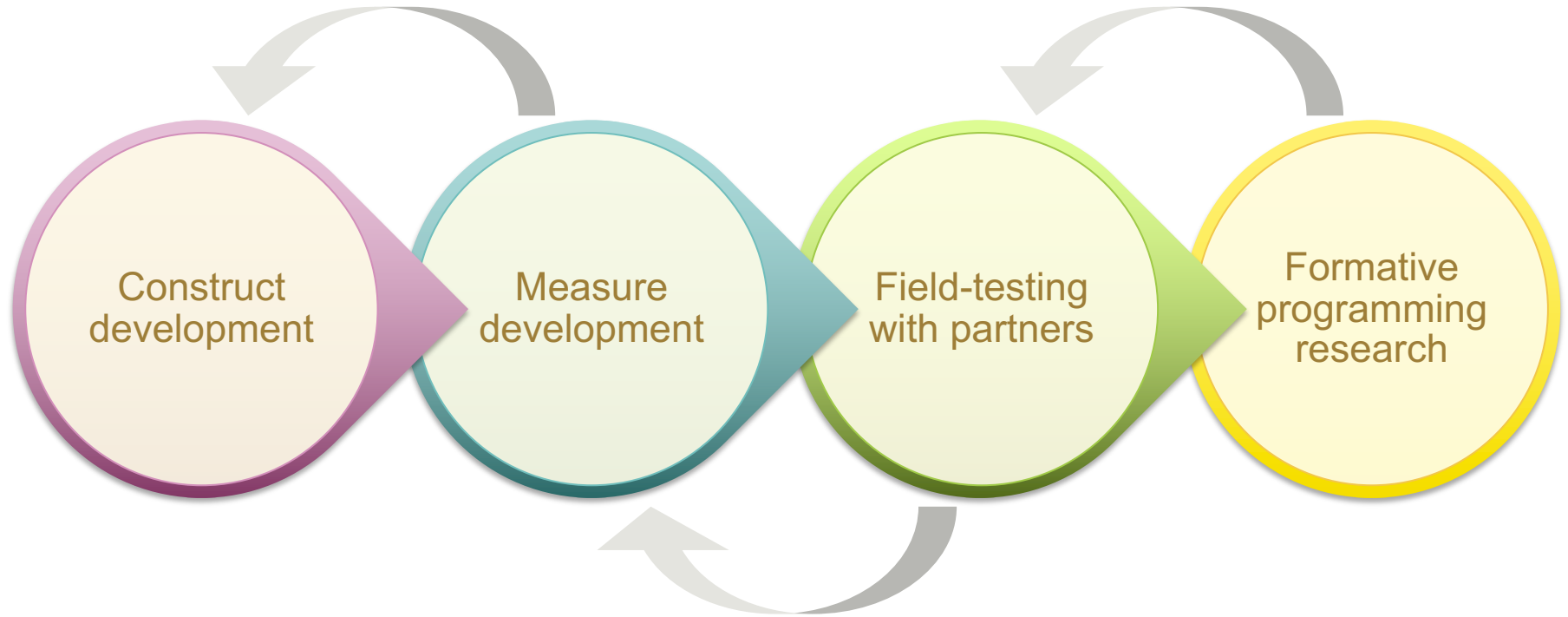

March 11, 2019   Los Angeles, CA

- 2018 Wellbeing Assessment data
  - 16 schools (including Wake)
  - 6291 students
- Students face mood challenges
  - 74% unable to stop worrying
  - 55% felt depressed
  - 57% felt isolated

WELLBEING
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Construct development

Measure development

Field-testing with partners

Formative programming research

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- Why wellbeing models?

- Types of models

- Tailoring models

- Theory in action: 2018 findings

- Closing remarks

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More participating schools
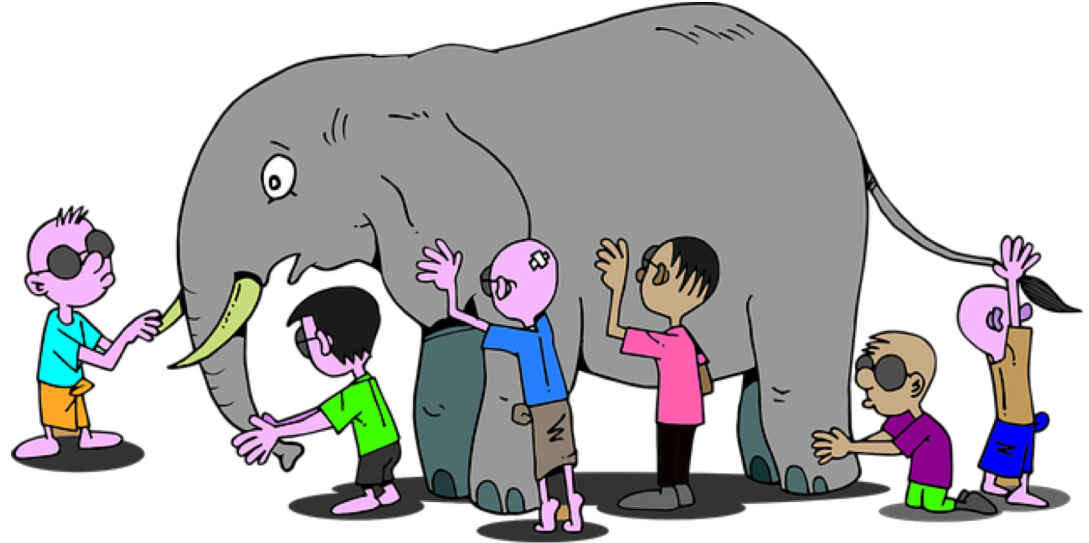- More guidelines for evidence-informed models and programming

Qualitative research
- More guidelines for developmentally sensitive models, measures

Quantitative research
- Most impactful dimensions
- Most impactful pathways

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Happiness

Life Satisfaction

Physical & mental health

Meaning & purpose

Self-acceptance/self-esteem

Engagement

Resilience

Autonomy/Locus of Control

Vitality

Personal expressiveness

Authenticity

Intrinsic Motivation

And many more!

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Theoretical Foundations

Internal Evidence

External Evidence

Prior program effectiveness

1. Select or create conceptual model

2. Operationalize your constructs

3. Evaluate your context

4. Identify targets

5. Set SMART objectives

6. Identify program level(s)

7. Identify target population

8. Choose processes & delivery strategies

9. Develop activities

10. Map It: Logic model(s)

11. Evaluate program

WELLBEING COLLABORATIVE

Did somebody say we have evidence somewhere?

9. Develop activities

4. Identify targets

11. Evaluate program

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1. Select or create conceptual model

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8

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Theoretical Foundations

Internal Evidence

External Evidence

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- How many of you are actively engaged in wellbeing programming of some sort?

- How many of you have perfect, evidence-informed wellbeing models that don't need any adjustments?

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- Process models: How the components of wellbeing are related to each other

- Content models: What the components are supposed to be about

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Jayawickreme, Forgeard, & Seligman, 2012

Pathways

Values, beliefs, personal traits, skills, resources, knowledge bases, willingness

Outcomes

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

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Joey tries to teach his pet rock how to swim.

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Content model: Dimensions of wellbeing

Developmentally relevant

Research-supported

University-supportable

Meaning

Purpose

Belonging

Academic engagement

Activity engagement

Positivity

Friendships

Civic orientation

Intellectual openmindedness

Curiosity

Positive coping

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Community
- Campus climate, policies, social and cultural norms

Relationship
- Peer circles, faculty/staff to student relationships

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

Maintenance

Action

Preparation

Contemplation

Precontemplation

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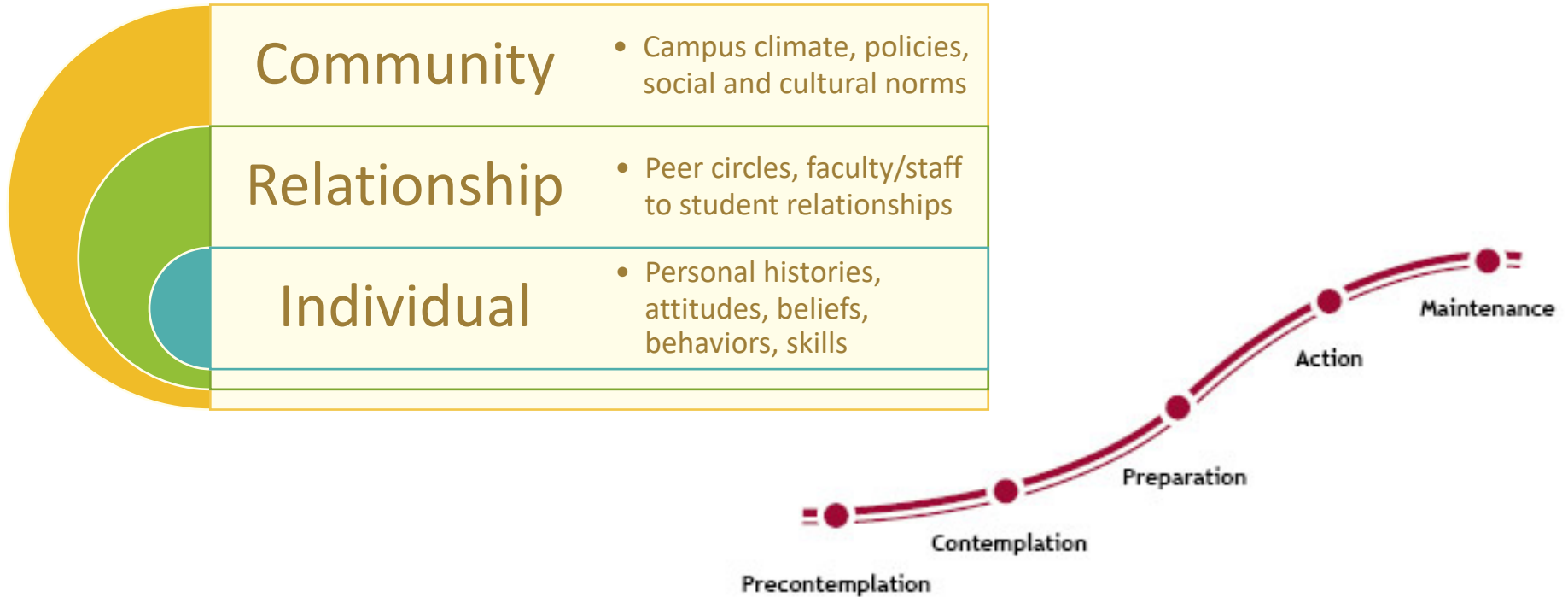
General Pathways: Financial stability, access to care, housing security, food security, safety

Each dimension has pathways that are appropriate for short-term programming → Multiple dimensions to wellbeing

Meaning pathways: Positive narratives re: self, world, self in relation to world → Meaning

Purpose pathways: Long-term, self-transcendent goals, knowing how to achieve goals → Purpose

Belonging pathways: Freedom from discrimination, supportive friendships → Belonging

Engagement pathways: Availability of meaningful activities that expand skills → Engagement
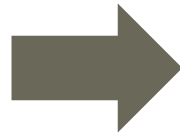
Subjective well-being: Happiness, life satisfaction, self-esteem

Pathway items

- Faculty or staff help
- Friends help
- People are friendly to me
- Positive academic experiences
- Positive activity experiences
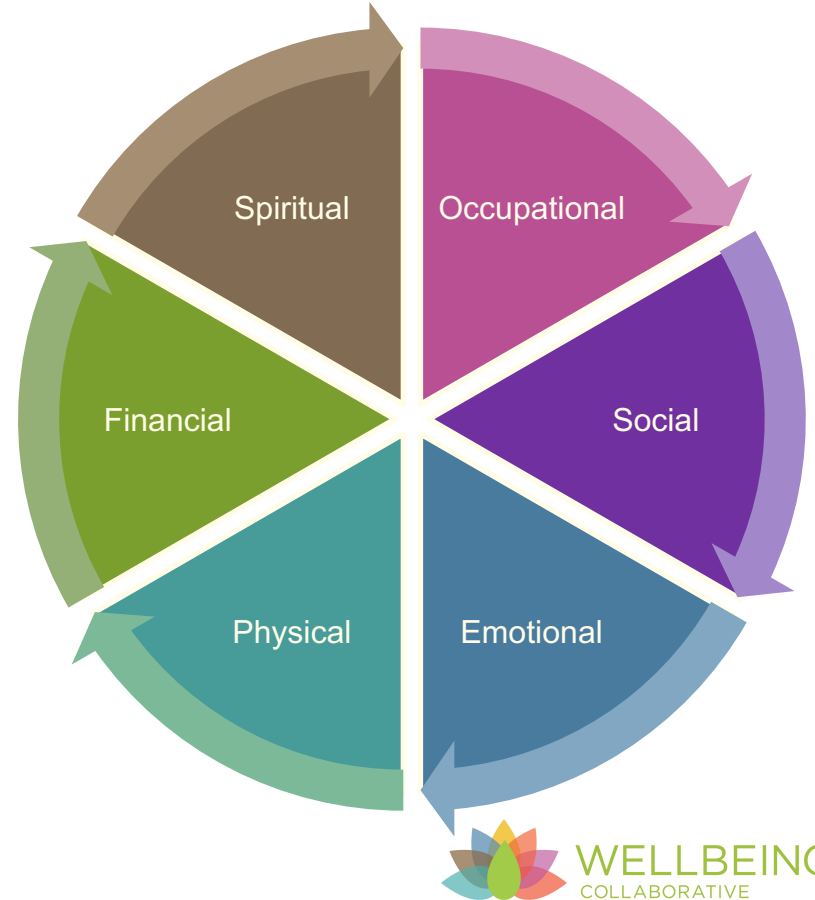
Outcome items

- I see myself as a part of the overall community at my school
- I feel a sense of belonging to my school
- I feel accepted at my school
- I feel included at my school

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- How many of you have multidimensional models?

- Think pathways are potentially useful?

- May be working with pathways, even if you're not calling them that?

- Lots of material to work with

- Can mistake pathways for outcomes
  - You need an occupation to be well vs How to identify and pursue your purpose
  - How to meditate vs How to develop emotional stability

Spiritual

Occupational

Social

Financial

Emotional

Physical

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Pathway items

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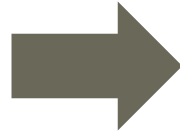
Student resources workshop

- List of student support offices
- Tour of website resources
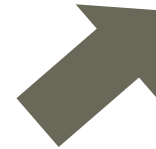- List of questions students can ask
- How to make appointments
- Q & A

?

Outcome items

- I see myself as a part of the overall community at my school
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Pathway items

- Faculty or staff help

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- Most published models and measures are designed for adults but tested on young adult college students

- Factor analyses test consistency, not content

People can respond consistently about something you didn't mean to measure

Belonging items

- Part of the overall community at my school

- Feel belonging to my school

- Feel accepted at my school

- Feel included at my schools

Students' interpretations

- It's a big campus; can't be accepted by everyone

- What is a campus community
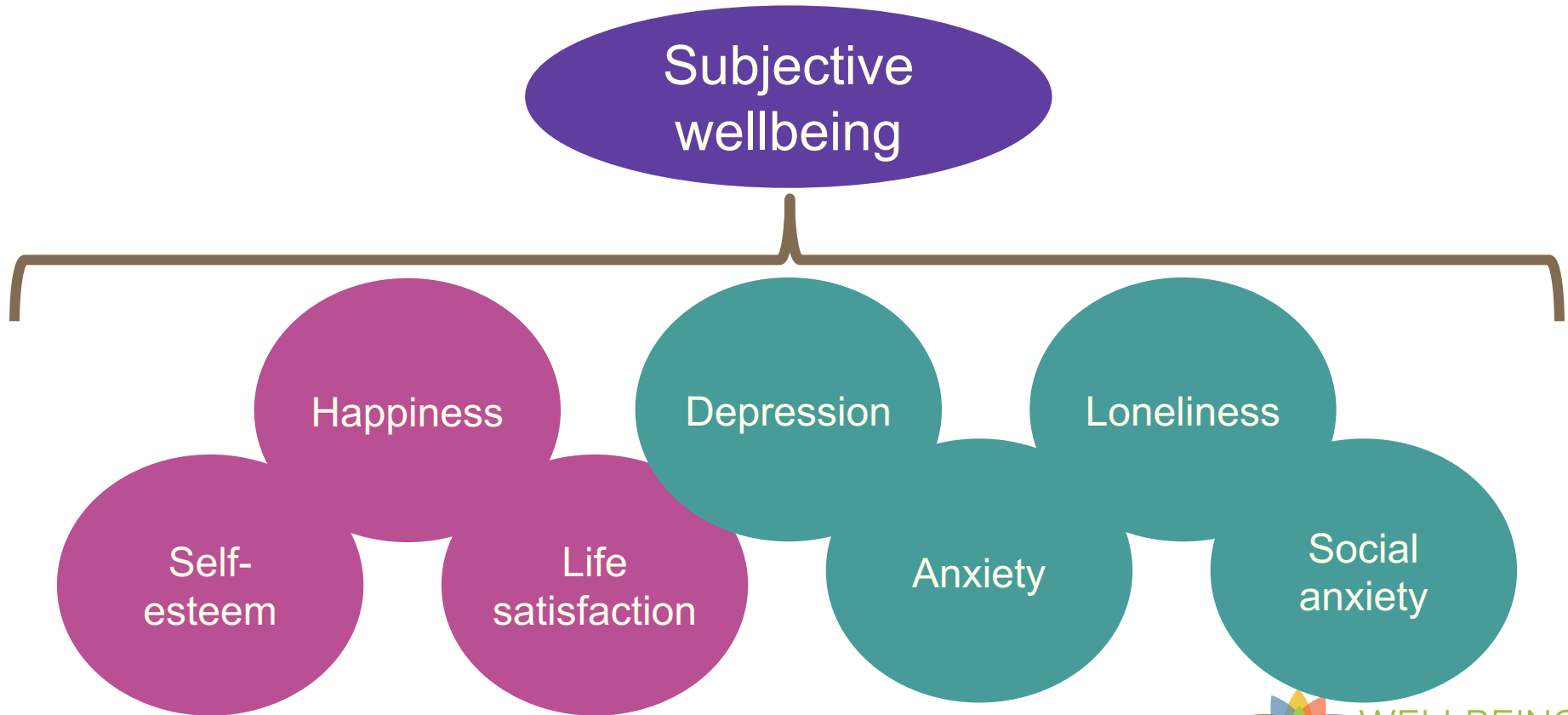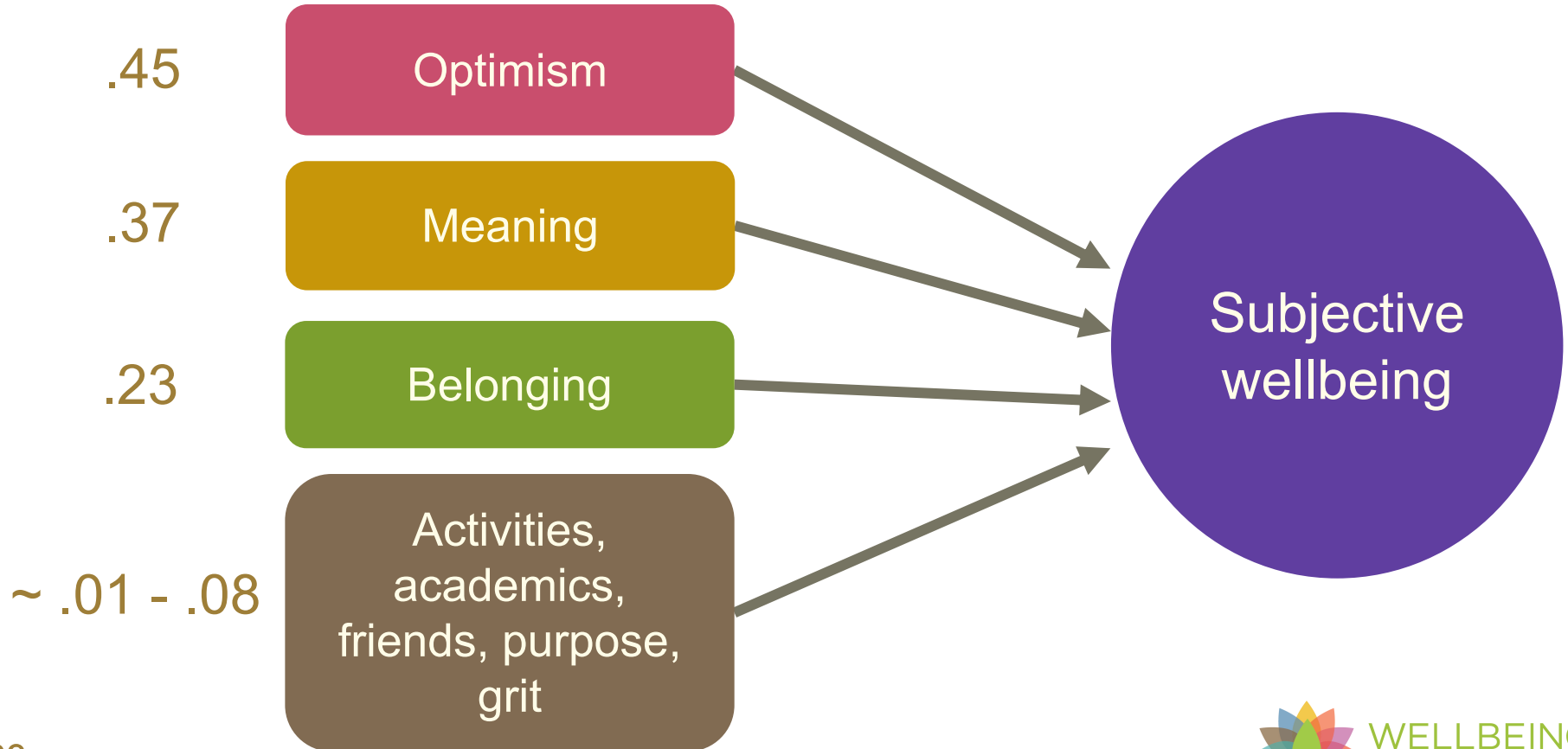
- Belong to a group, not the whole school

- 16 schools across the country

- 6291 students

- Data were rake-weighted to NCES 2016
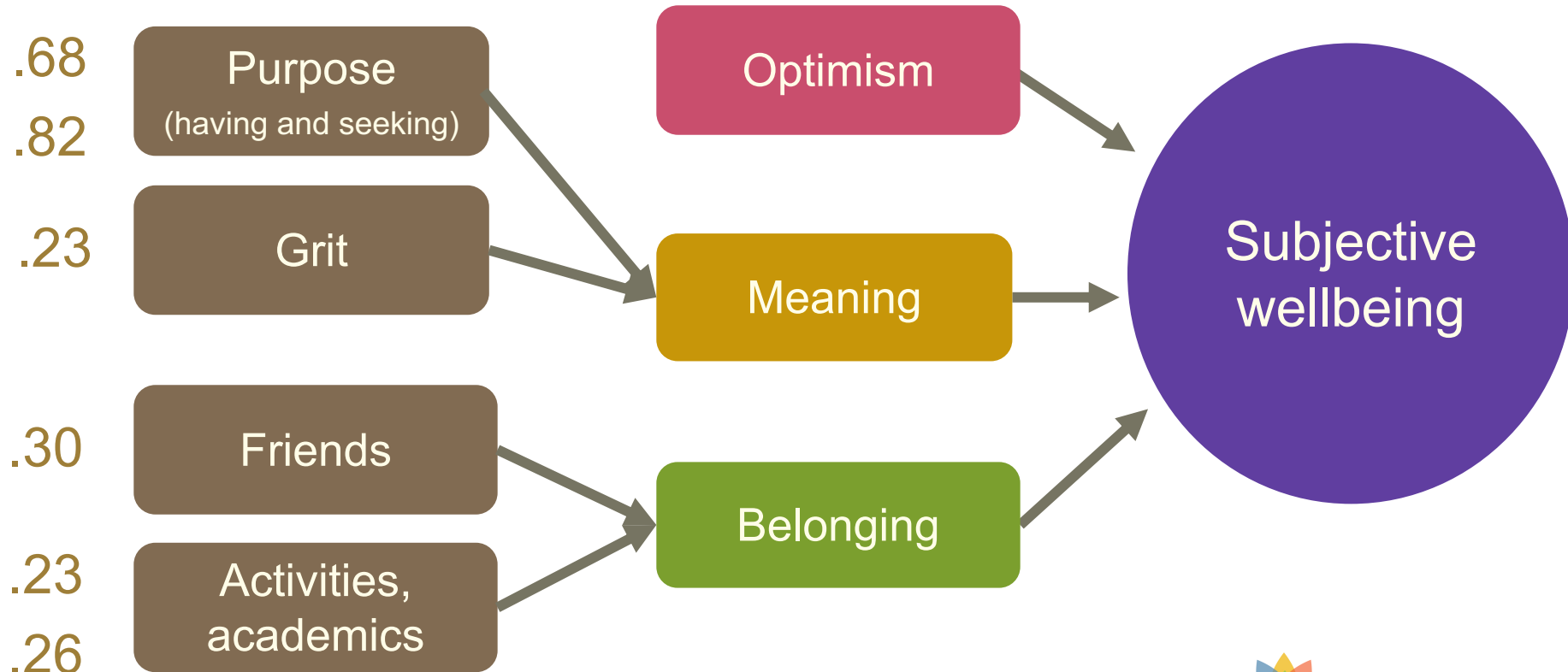 - https://nces.ed.gov/programs/digest/d17/tables/dt17_306.10.asp?current=yes

- Mplus
  - MLR (for FIML and robust errors)
  - RMSEA <= .05, CFI >= .95, SRMR <= .05
- Multi-step structural equation modeling (SEM)
- Results are standardized (STDYX)

.45 Optimism

.37 Meaning

.23 Belonging

~ .01 - .08 Activities, academics, friends, purpose, grit

Subjective wellbeing

33

.68
.82

.23

.30

.23
.26

Purpose (having and seeking)

Grit

Friends

Activities, academics

Optimism

Meaning

Belonging

Subjective wellbeing

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.37

People are friendly

.23

Group of important friends

-.17

Have to change myself

.12

Opinions taken seriously

< .10

Faculty, staff, discrimination experiences

Friends

Activities, academics

Belonging

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1. Models matter! (Yes, and!)

2. Pathways ➡ Outcomes

3. Age matters

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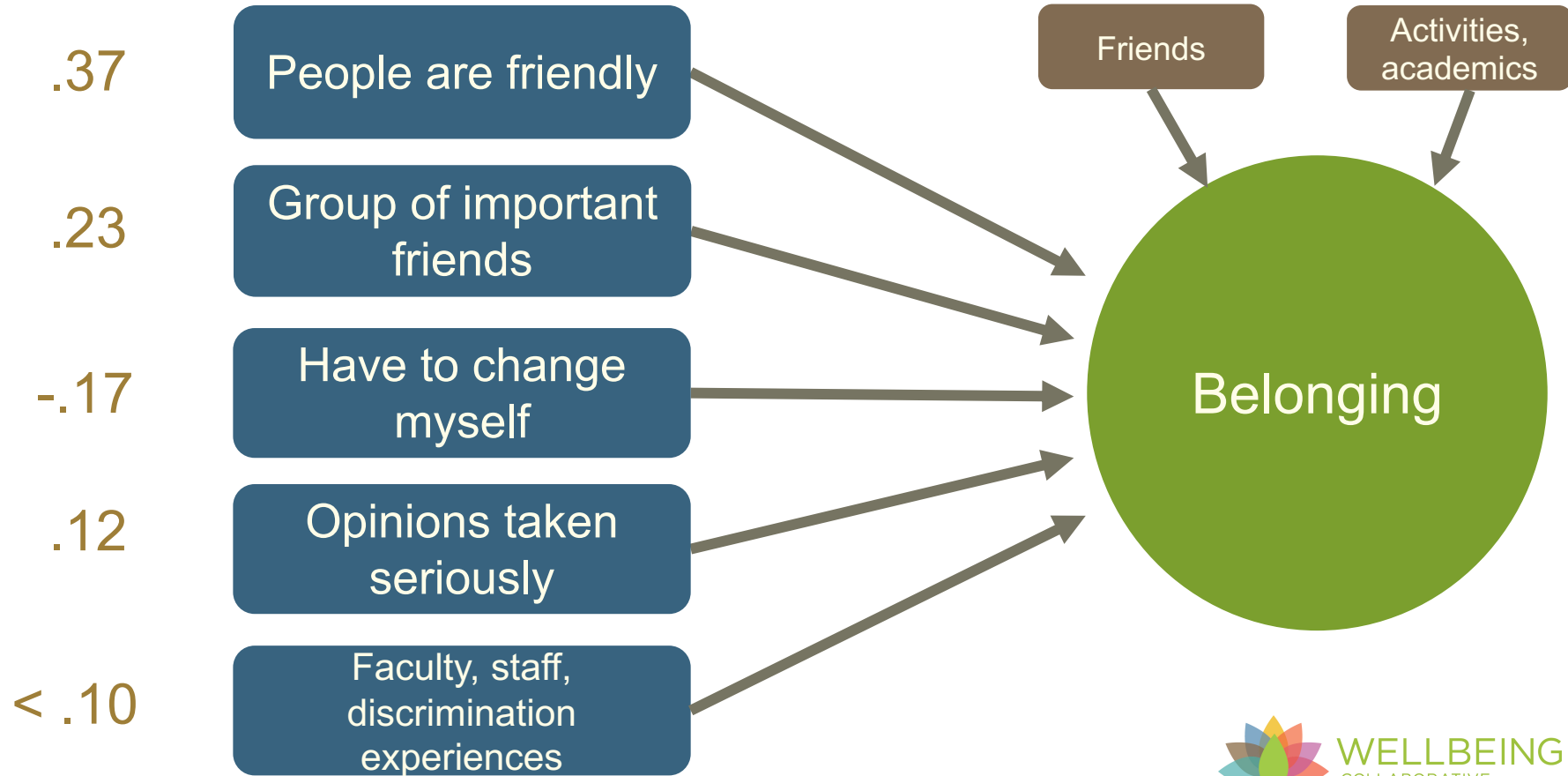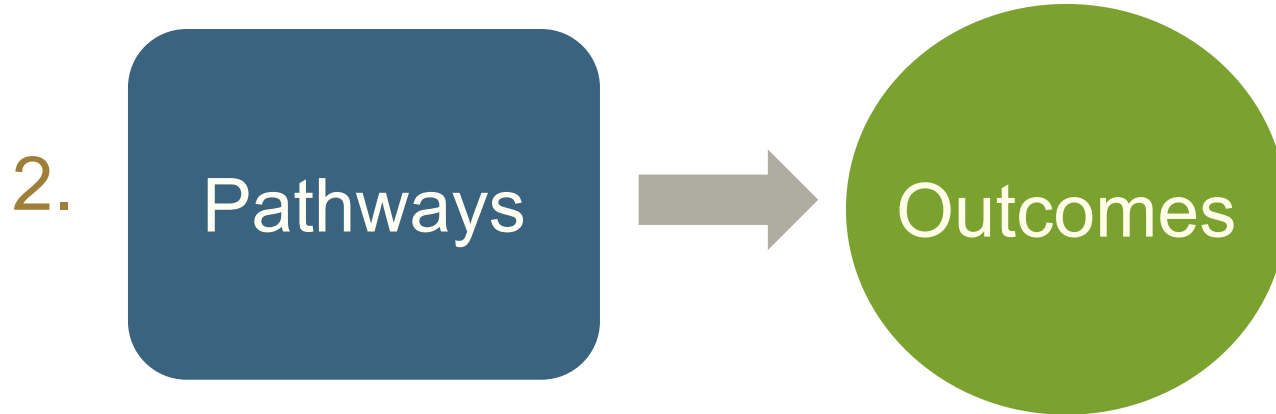
12,526	Students have participated in Wellbeing Assessment
123	Wellbeing Collaborative listserv members
44	Campus professionals have attended a Summer Learning Collaborative
39	Schools have participated or are currently participating in the Wellbeing Assessment
17	Published papers and presentations

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Connect!
- Booth in Exhibit Hall
- WellbeingCollaborative.wfu.edu
- Listserv

Join!
- Annual Wellbeing Assessment
- Annual Summer Learning Collaborative
- Data mining: Equity & inclusion in Belonging

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