Building strong foundations for wellbeing programs, policies, and practices

NASPA 2019

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Student wellbeing today

- 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
Project development

- Construct development
- Measure development
- Field-testing with partners
- Formative programming research
• Why wellbeing models?
• Types of models
• Tailoring models
• Theory in action: 2018 findings
• Closing remarks
### New this year

**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
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!
Evidence-informed programming

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

Prior program effectiveness

Prior program effectiveness
Evidence-informed programming IRL

Did somebody say we have evidence somewhere?

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Evidence-informed programming IRL
Yes... And
Common status of programming

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Theoretical Foundations

Internal Evidence

External Evidence

Prior program effectiveness
• 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?
Eranda Jayawickreme on wellbeing models

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

• Content models: What the components are supposed to be about
**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.

Jayawickreme, Forgeard, & Seligman, 2012
We don’t intervene directly on the outcomes

Joey tries to teach his pet rock how to swim.
We intervene on the pathways
Content model: Dimensions of wellbeing

Developmentally relevant
Research-supported
University-supportable
Content model: Outcomes

Meaning
Purpose
Belonging
Academic engagement
Activity engagement
Positivity

Friendships
Civic orientation
Intellectual openmindedness
Curiosity
Positive coping
Content model: Pathways

Community
- Campus climate, policies, social and cultural norms

Relationship
- Peer circles, faculty/staff to student relationships

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

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

Multiple dimensions to wellbeing

Meaning

Purpose

Belonging

Engagement

Subjective well-being: Happiness, life satisfaction, self-esteem

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

Intrapersonal Relationships

Environment

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
Mini-discussion

• 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?
Model considerations 1: Concrete content models

• 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
Model considerations 2: Time scope

Pathway items
- Faculty or staff help
- Friends help
- People are friendly to me
- Positive academic experiences
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Outcome items
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Model considerations 2: Time scope

**Pathway items**
- Faculty or staff help

**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
- I feel a sense of belonging to my school
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Measure considerations 3: Generations are unique

- 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
Qualitative analysis: Belonging

**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
Quantitative findings

- 16 schools across the country
- 6291 students
- Data were rake-weighted to NCES 2016
• Mplus
  • MLR (for FIML and robust errors)
  • RMSEA \leq 0.05, CFI \geq 0.95, SRMR \leq 0.05
• Multi-step structural equation modeling (SEM)
• Results are standardized (STDYX)
1: Hierarchical subjective wellbeing factor

Subjective wellbeing

- Happiness
- Self-esteem
- Life satisfaction
- Depression
- Loneliness
- Anxiety
- Social anxiety
Subjective wellbeing

- Optimism: 0.45
- Meaning: 0.37
- Belonging: 0.23
- Activities, academics, friends, purpose, grit: ~0.01 - 0.08
Subjective wellbeing

- Purpose (having and seeking) 0.68
- Grit 0.82
- Optimism
- Meaning
- Belonging 0.30
- Friends
- Activities, academics 0.23
- Belonging
- Optimism

2: SEM (standardized)
1. Models matter! (Yes, and!)

2. Pathways → Outcomes

3. Age matters
<table>
<thead>
<tr>
<th>Count</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>12,526</strong></td>
<td>Students have participated in Wellbeing Assessment</td>
</tr>
<tr>
<td><strong>123</strong></td>
<td>Wellbeing Collaborative listserv members</td>
</tr>
<tr>
<td><strong>44</strong></td>
<td>Campus professionals have attended a Summer Learning Collaborative</td>
</tr>
<tr>
<td><strong>39</strong></td>
<td>Schools have participated or are currently participating in the Wellbeing Assessment</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>Published papers and presentations</td>
</tr>
</tbody>
</table>
Get involved!

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

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


• **The benefits and feasibility of holistic wellbeing interventions & programs**


• **Developmental influences**


• **Qualitative methods**


• **Quantitative methods**


