

HOW TO APPLY THE ACHA WELL-BEING ASSESSMENT TO YOUR ASSESSMENT AND EVALUATION NEEDS

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A program by  ACHA



AMERICAN
COLLEGE
HEALTH
ASSOCIATION

Agenda

1. What is the Well-Being Assessment?
2. What is well-being at your institution?
3. How do you interpret well-being survey data?
4. How do you turn data into action?

ACHA Well-being Assessment

www.acha.org/Well-Being



Why does measurement matter to you?

What are some of your measurement accomplishments and needs?

What are some of your current measures?



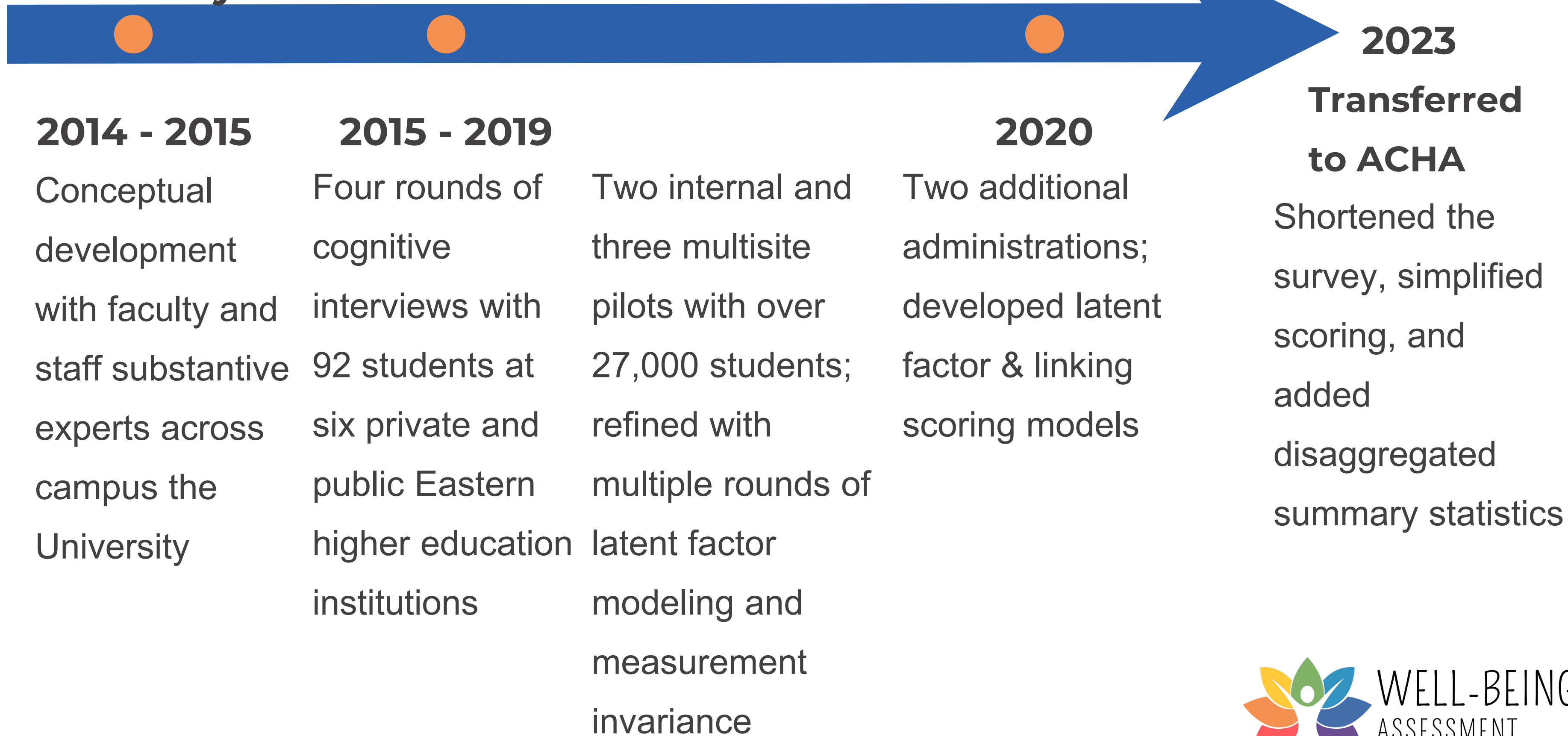
WHAT IS THE WELL-BEING ASSESSMENT?

18 well-being dimensions

1. Happiness
2. Anxiety
3. Depression
4. Loneliness
5. Social anxiety
6. Life satisfaction
7. Self-esteem
8. Optimism
9. Positive coping
10. Activity engagement
11. Academic engagement
12. Belonging
13. Meaning
14. Purpose
15. Demographics
16. Basic security needs
17. Financial resources
18. Work and academic plans



Wake Forest University



Also on the website (at the bottom)

Instrument Development, Technical Papers, and Psychometric Properties of the Assessment

- [Summary of Technical Reports \[pdf\]](#) Start here for the short story! If you need more detail, see the three technical reports below
- [Spring 2019 Technical Report \[pdf\]](#)
- [Spring 2020 Technical Report \[pdf\]](#)
- [Fall 2020 Technical Report \[pdf\]](#)
- [Converting WFU Factor Scores to ACHA Mean Scores \[pdf\]](#) For schools that have implemented the assessment with WFU prior to 2023



Logistics



- Same registration process as NCHA
- Fall administration
- Tailored toward traditionally aged (18-24 year old), full-time enrolled undergraduate students
- Online survey of 10 minutes





Similarities/Differences between ACHA-NCHA and ACHA-WBA






<p>Topics</p>	<p>Exclusively Well-Being (Happiness, Anxiety, Depression, Loneliness, Social Anxiety, Life Satisfaction, Self-Esteem, Optimism, Positive Coping, Activity Engagement, Academic Engagement, Belonging, Meaning, and Purpose)</p>	<p>Health behaviors, health conditions, mental health and psychological distress, sexual health, interpersonal/social problems and challenges, substance use and abuse, nutrition, impediments to academic performance, and a few brief measures of well-being</p>
<p>Well-Being Measures</p>	<p>Uniquely develop and tested</p>	<p>Short validated scales from others (Connor-Davidson Resiliency Scale, UCLA Loneliness, Diener Flourishing)</p>



Similarities/Differences between ACHA-NCHA and ACHA-WBA



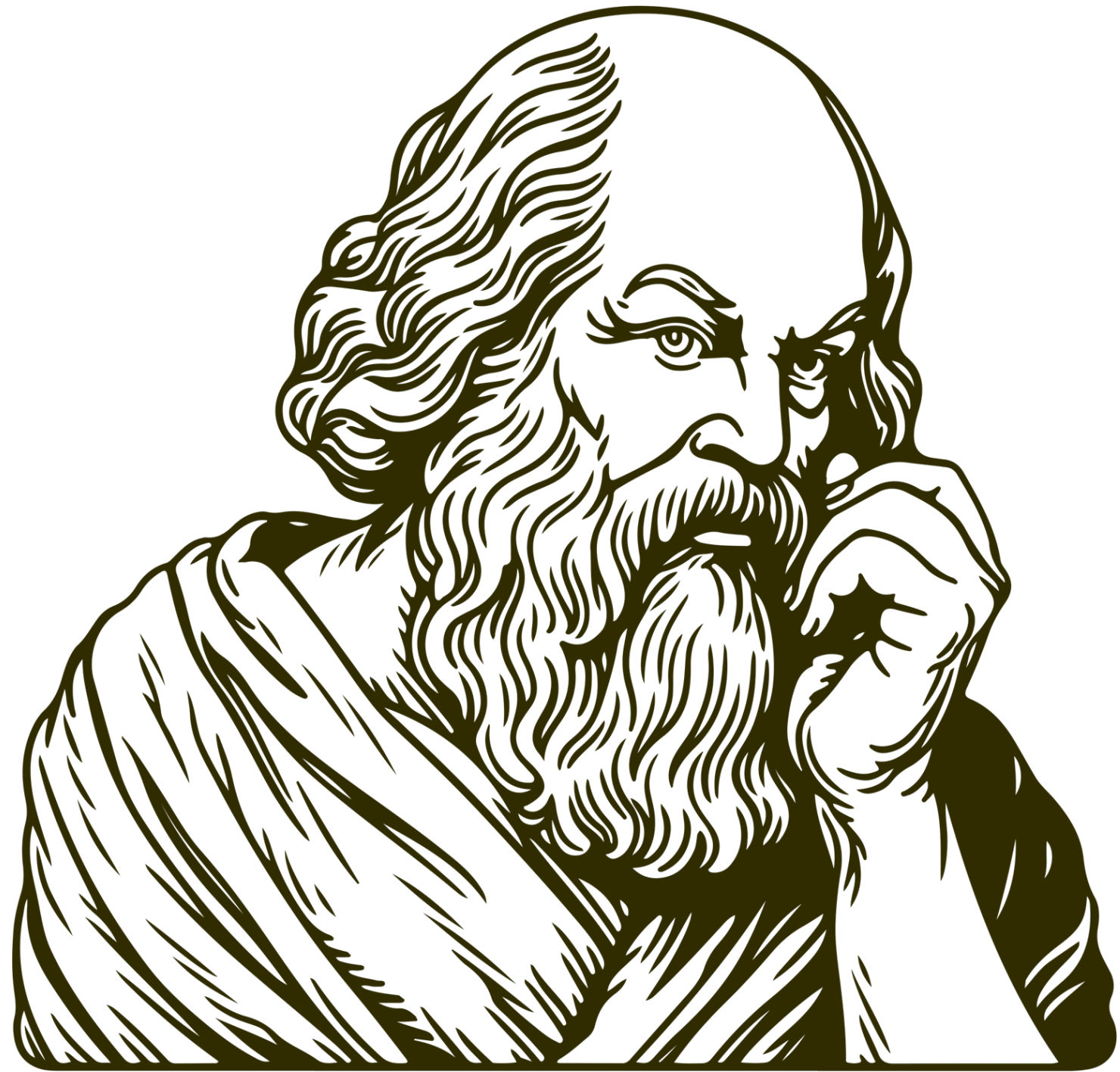
	 WELL-BEING ASSESSMENT <small>A program by ACHA</small>	 American College Health Association National College Health Assessment
Common measures	Food security, housing security, dropout intention, and student demographic characteristics are standardized across both surveys	
Audience	Undergraduate Students	All students
Length	Shorter	Longer
Ability to add extra questions?	Yes, for a fee	
Pricing	Costs to implement the WBA are the same as the NCHA	
Data available for secondary analysis	Not yet, but expect to in the future	Yes, available for a fee to ACHA members and non-members
Timing	Offered once a year (Fall only)	Offered twice a year (Spring & Fall)



WHAT IS WELL-BEING AT YOUR INSTITUTION?

EXERCISE

1. How is well-being defined at your institution? Do you have a well-being model?



**We won't solve this millenia-long
argument today.**

1. Outcomes models

Pathways

Skills, resources, and conditions internal and external to the person (think: social-ecological requirements)

Short-term outcomes



Outcomes

Things we do for the sake of themselves

Impacts / long-term outcomes

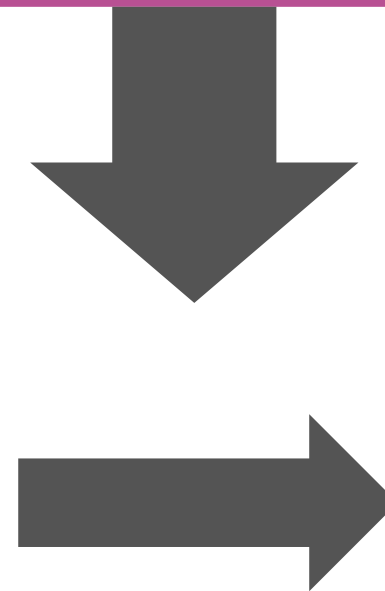
Adapted from: Jayawickreme, E., Forgeard, M. J. C., & Seligman, M. E. P. (2012). The engine of well-being. *Review of General Psychology*, 16(4), 327–342. <https://doi.org/10.1037/a0027990>

Belonging

Feeling a sense of belonging
Attending social events
Joining a fraternity/sorority
Freedom from discrimination
Having friends at school
Feeling respected

Pathways

Attending social events
Joining a fraternity/sorority
Freedom from discrimination
Having friends at school
Feeling respected



Outcomes

Feeling like I belong
Feeling accepted
Feeling included

Cognitive interviews

Sample item: My life feels meaningful to me



What is your answer to this item?

Why did you choose that answer?

What does “meaningful” mean to you?

I get to play video games and my guitar. I have time to read and see friends.



Meaning in life = contributing to the greater good.

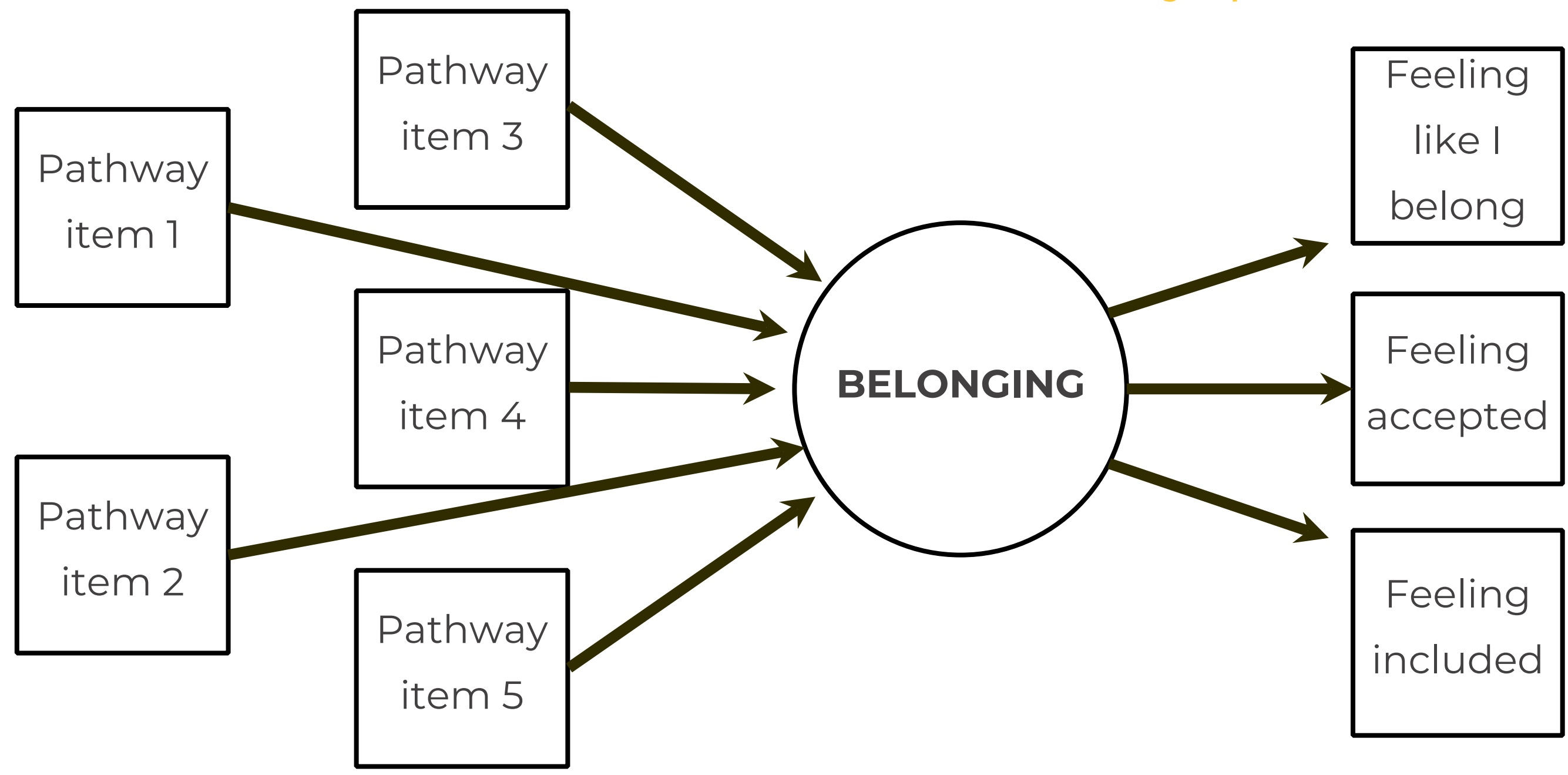
Statistical model of



Pathways
Attending social events
Joining a fraternity/sorority
Freedom from discrimination
Having friends at school
Feeling respected



Outcomes
Feeling like I belong
Feeling accepted
Feeling included



Analyses were first performed in *MPlus* and later in R's *lavaan* package.

Benefits



FLEXIBILITY

Allows people to interpret the constructs as they feel relevant to them

INDIVIDUALITY

Allows people to define their own paths to wellbeing

INTERVIEWS

Helped us understand students' interpretation so that we interpret data correctly

MATH

The psychometrics are excellent

Definitions

Outcomes = whether people feel like they “have” the construct.

Largely face-valid. What you see is what they mean.

The rest of the content is in the pathways.



- **BELONGING**
I feel a sense of belonging to my school.
- **MEANING**
My life feels meaningful to me.
- **ACTIVITY**
ENGAGEMENT
I am involved in at least one activity that I enjoy
- **DEPRESSION**
Feeling sad

18 well-being dimensions (outcomes)

1. Happiness

2. Anxiety

3. Depression

4. Loneliness

5. Social anxiety

6. Life satisfaction

7. Self-esteem

8. Optimism

9. Positive coping

10. Activity engagement

11. Academic engagement

12. Belonging

13. Meaning

14. Purpose

15. Demographics

16. Basic security needs

17. Financial resources

18. Work and academic plans

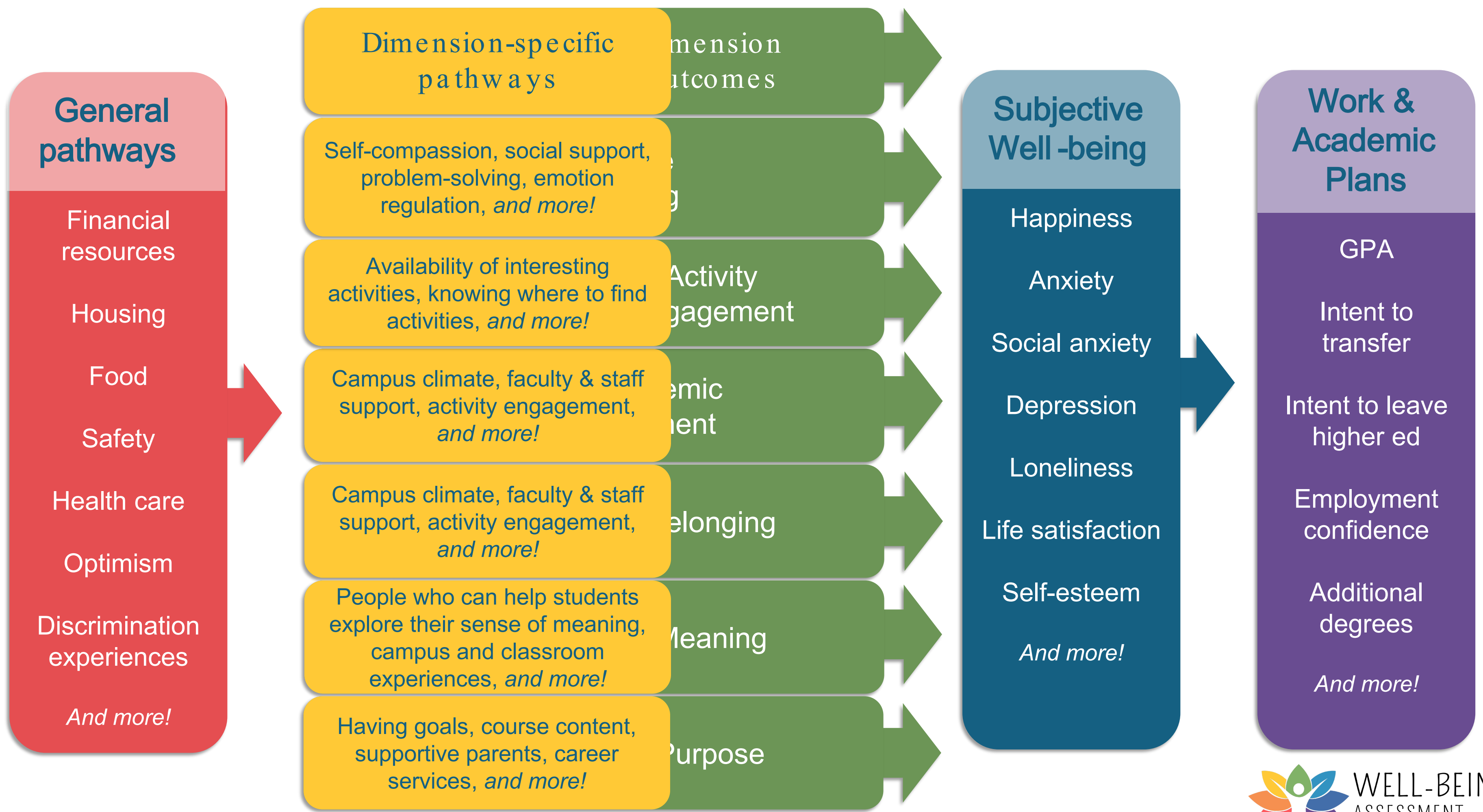


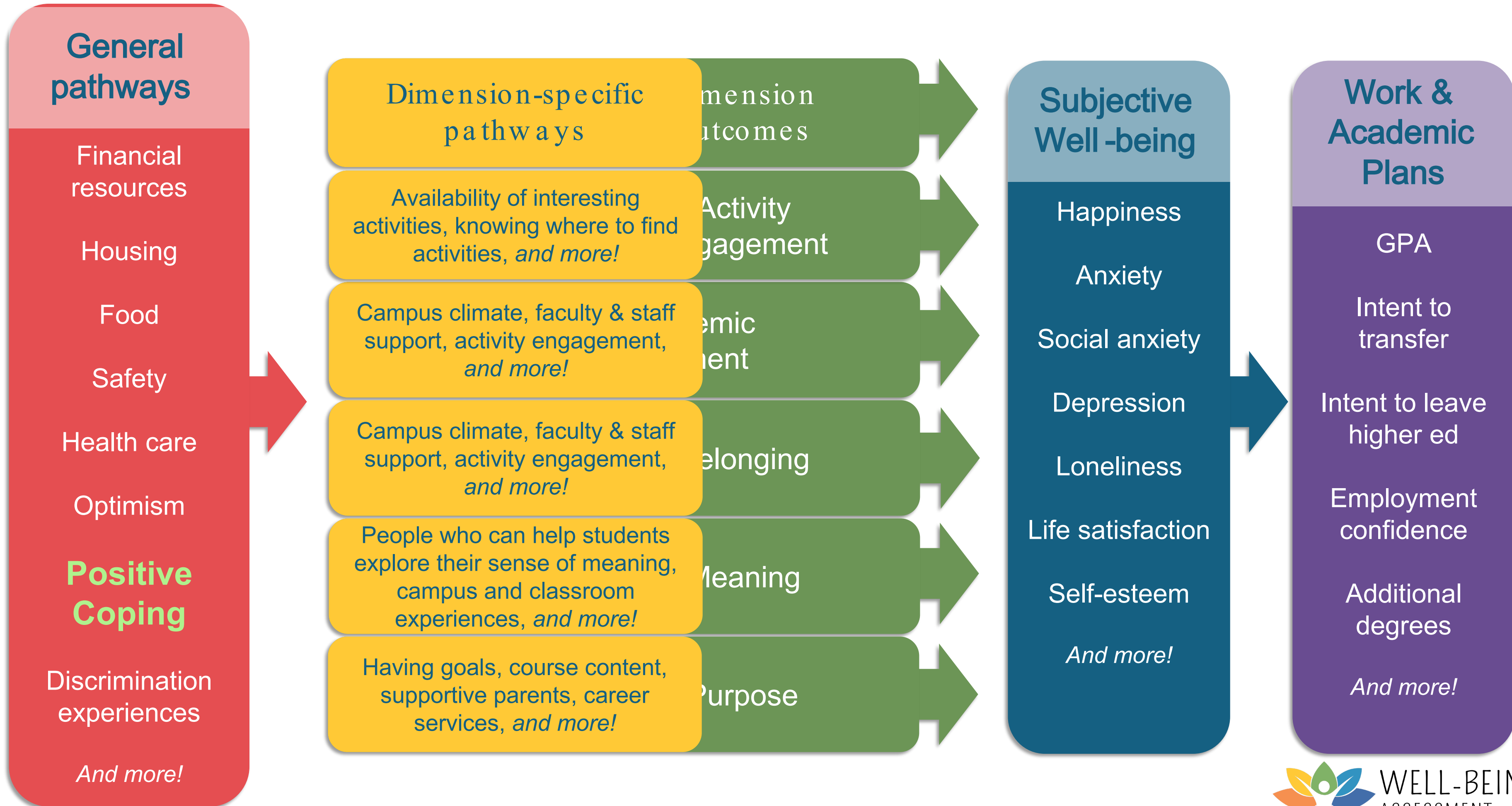


18 well-being dimensions (with pathways)

1. Happiness
2. Anxiety
3. Depression
4. Loneliness
5. Social anxiety
6. Life satisfaction
7. Self-esteem
8. Optimism
- 9. Positive coping**

- 10. Activity engagement**
- 11. Academic engagement**
- 12. Belonging**
- 13. Meaning**
- 14. Purpose**
15. Demographics
16. Basic security needs
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18. Work and academic plans







General pathways

Financial resources

Housing

Food

Safety

Health care

Optimism

Discrimination experiences

And more!



Dimension-specific pathways

Self-compassion, social support, problem-solving, emotion regulation, *and more!*

Availability of interesting activities, knowing where to find activities, *and more!*

Campus climate, faculty & staff support, activity engagement, *and more!*

Campus climate, faculty & staff support, activity engagement, *and more!*

People who can help students explore their sense of meaning, campus and classroom experiences, *and more!*

Having goals, course content, supportive parents, career services, *and more!*

Happiness, Anxiety, Social anxiety, Depression, Loneliness, Life satisfaction, Self-esteem, *and more!*

Subjective Well-being

Work & Academic Plans

GPA

Intent to transfer

Intent to leave higher ed

Employment confidence

Additional degrees

And more!

Available on the website

ACHA Well-being Assessment Pathways and Outcomes

Nicole W Brocato, Mary T Hoban

Suggested citation: Brocato, N. W., & Hoban, M.T. (2024). ACHA Well-being Assessment pathways and outcomes. American College Health Association.




Individual well-being

- **Subjective:** Feeling good, thinking life is good
 - Happiness, life satisfaction, meaning, belonging
- **Objective:** Basic human rights and needs
 - Housing, safety, medical care, freedom of participation
- **Civic:** Community-supportive values and activities
 - Political activism, sustainability, volunteering

Community well-being

- **Subjective:** In general, people feel good and think life is good for everyone
 - Sense of community, social capital
- **Objective:** Structures, systems, practices, values, and normative behaviors that contribute to equitable well-being
 - Safety, accessible resources



Inter-association
Definition of
Well-being

November 2020

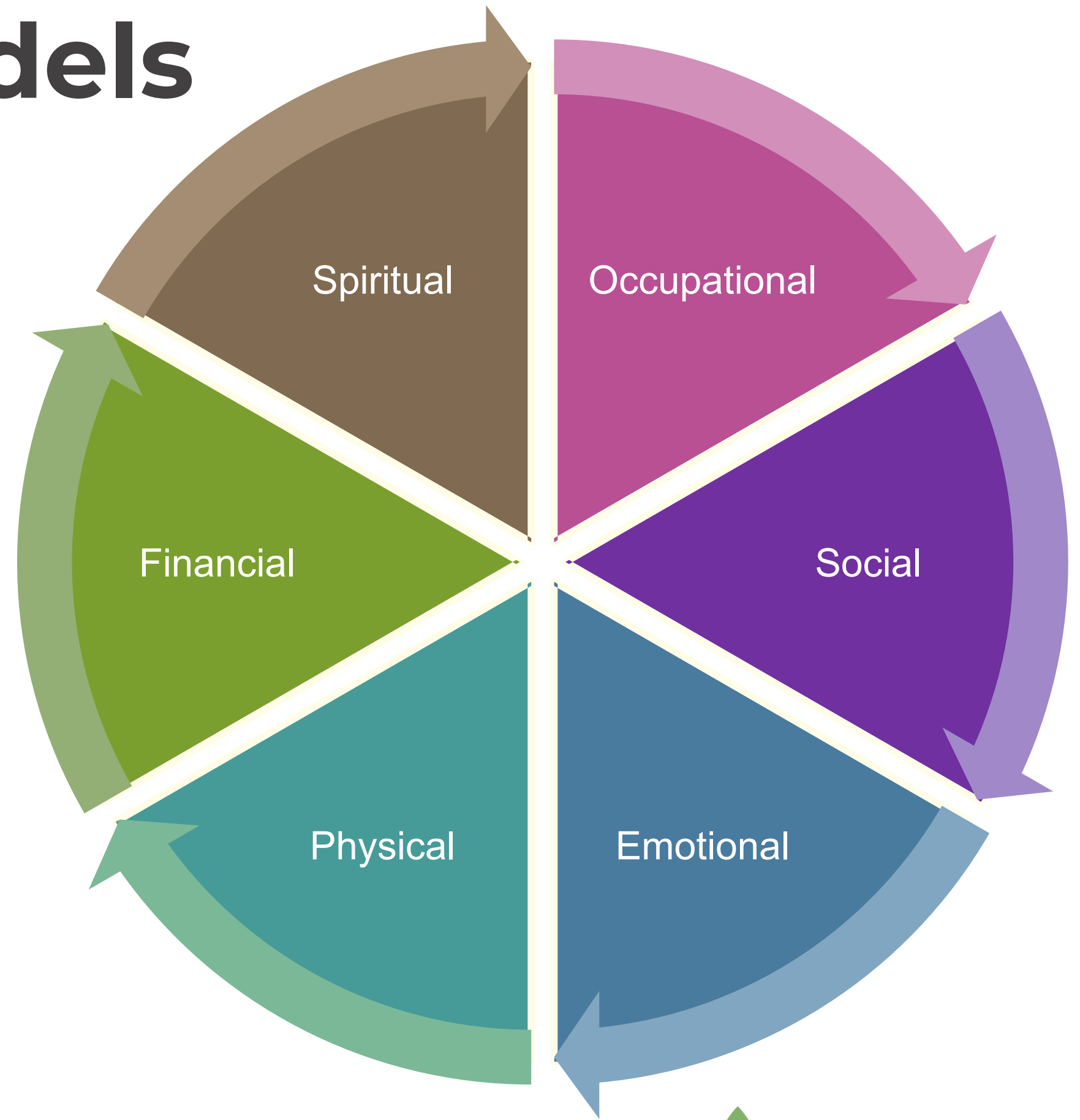
Sponsored by NIRSA, NASPA, and ACHA, with support from Health and Well-being in Higher Education: A Commitment to Student Success signatory organizations

nirsa.org/hands-in



2. Context-based models

- *Where* in life you could experience well-being
- Tend to have a checklist-y sort of structure
- Benefits: Concrete & easy to communicate
- Challenges: Can mistake the context for the point (you must have an occupation to have well-being)

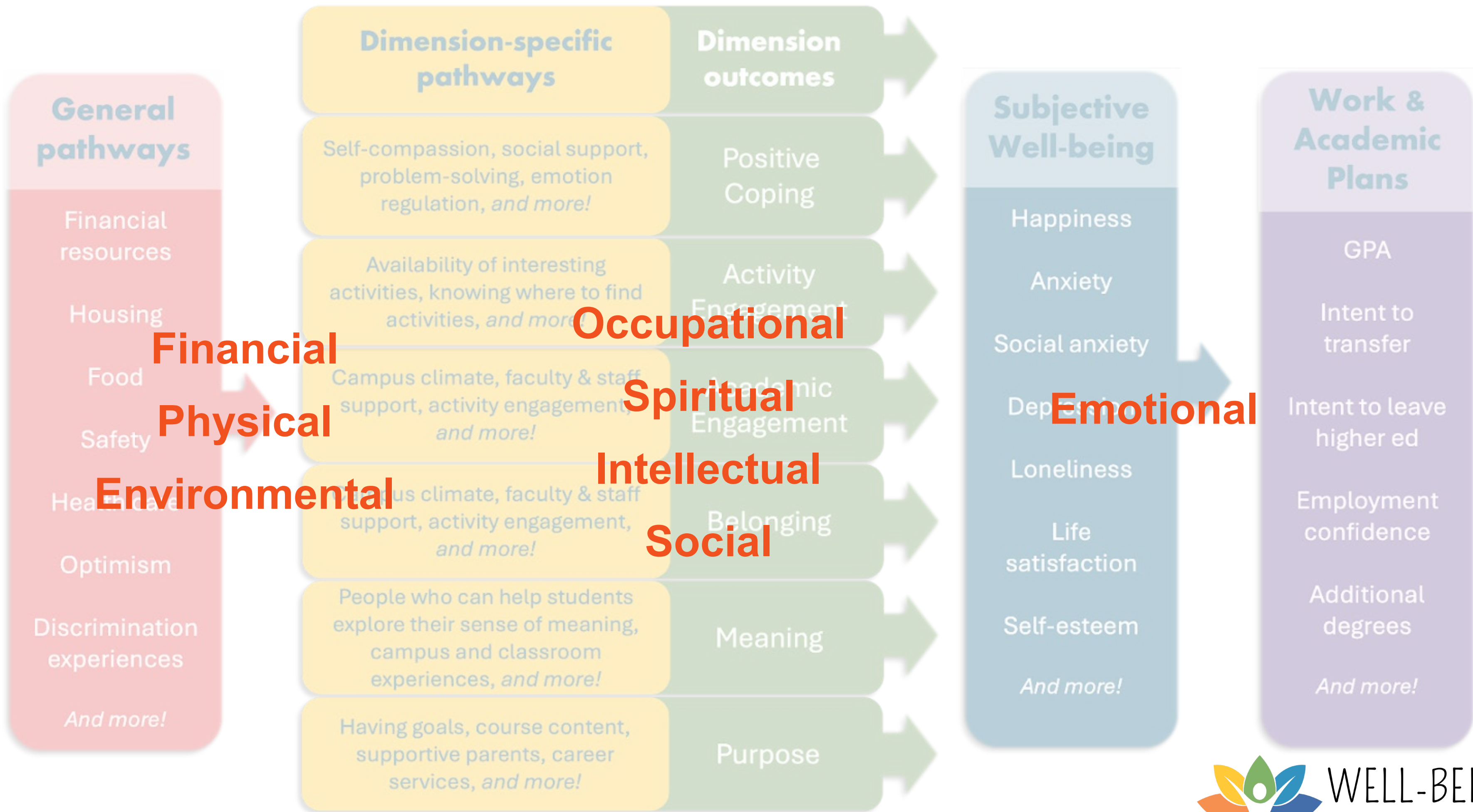




Belonging



- **Social, occupational, emotional:** Feeling sense of belonging
- **Social, financial:** Participating in social events
- **Social, financial:** Joining a fraternity/sorority
- **Social, emotional, occupational:** Freedom from discrimination
- **Social, financial:** Having friends at school
- **Occupational, emotional:** Feeling respected



EXERCISE

2. How does your **definition or model of well-being** compare to the Well-Being Assessment? What are the similarities and differences? How do those similarities and differences matter?

EXERCISE

3. How does your definition of your **dimension** compare to the definition used in the Well-Being Assessment? What are the similarities? Differences? How do those similarities and differences matter?

Belonging example:

- I feel a sense of belonging to my school
- I feel accepted at my school
- I feel included at my school

HOW DO YOU INTERPRET WELL-BEING SURVEY DATA?

ACHA Well-Being Assessment Executive Summary (report tab)

		Subpopulations of Students											
Dimension		All Students	Cis Women	Cis Men	Trans/ GNC	BIPOC	Parent/ Guardian	Veterans	1st Gen. College Students	Varsity Athletes	Disability/ Condition	Queer- Spectrum	Visa
Happiness	Weighted	31.76	31.82	32.60	26.88	31.17	33.67	30.81	31.24	36.66	29.27	28.03	32.36
	Unweighted	31.64	31.85	32.63	26.78	31.05	33.27	31.03	31.27	25.88	29.32	28.15	31.72
Anxiety	Weighted	28.31	29.57	25.67	33.66	28.70	27.62	26.11	28.77	23.81	31.32	32.57	27.74
	Unweighted	28.73	29.42	25.75	33.89	28.97	26.18	26.28	29.04	25.08	31.58	32.81	28.30
Depression	Weighted	21.91	21.99	20.60	27.88	22.23	20.09	22.02	22.36	18.31	24.76	26.22	21.49
	Unweighted	22.06	21.91	20.64	27.94	22.31	20.09	21.17	22.43	18.67	24.81	26.32	21.78
Loneliness	Weighted	19.07	19.61	17.44	23.62	19.69	18.09	20.37	19.74	17.11	21.07	21.68	18.37
	Unweighted	19.28	19.52	17.57	23.43	19.89	18.10	19.42	19.91	17.61	21.16	21.71	19.41
Social Anxiety	Weighted	21.85	22.51	19.74	28.24	22.29	19.65	20.53	22.47	18.46	24.65	26.44	21.41
	Unweighted	22.19	22.47	19.84	28.21	22.51	19.85	19.80	22.76	18.93	24.88	26.62	22.02

EXAMPLE DATA

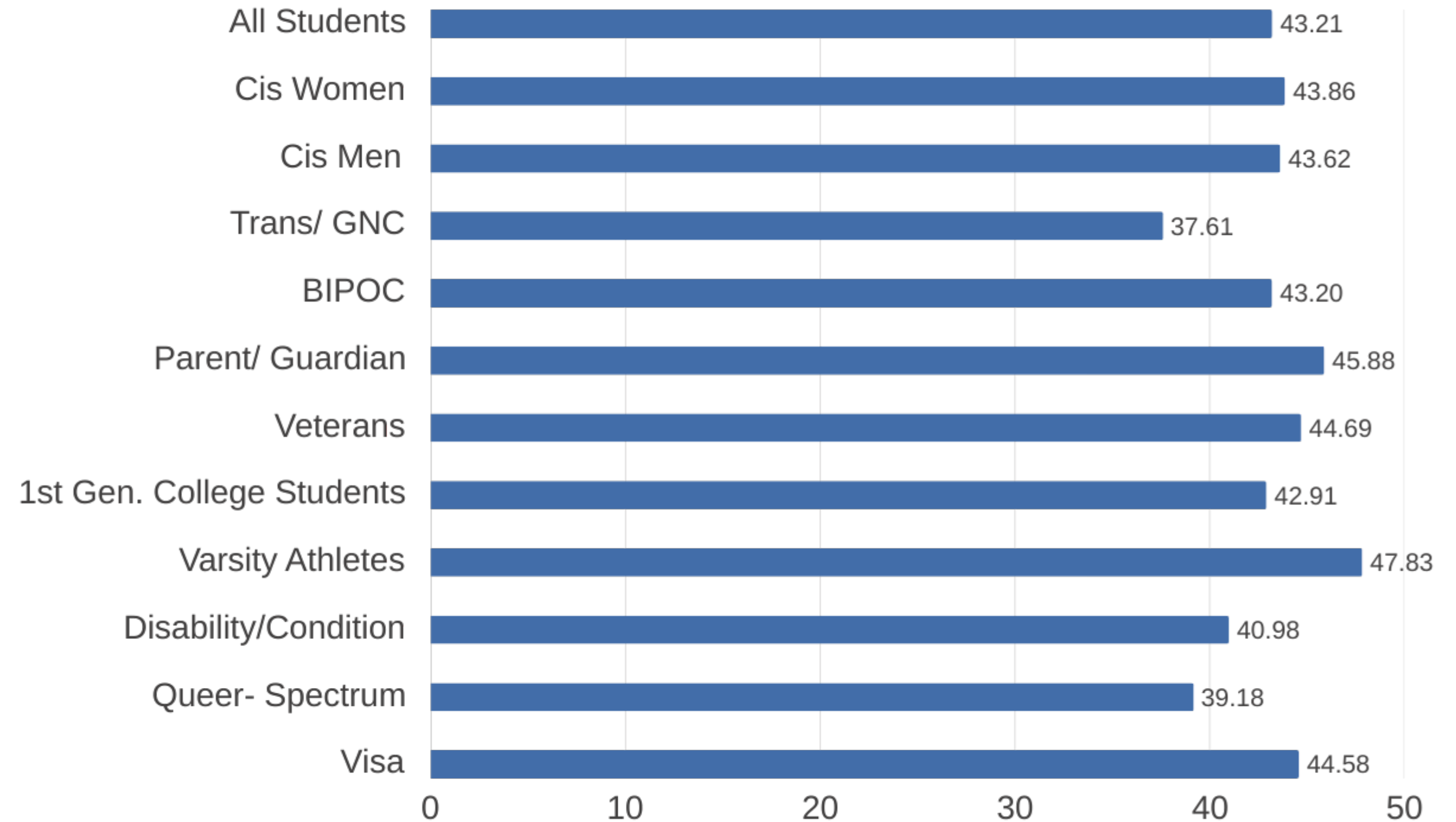
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ACHA Well-Being Assessment

Executive Summary (report tab)

Each dimension has a graph depicting the weighted mean scores of various demographic groups.



ACHA Well-Being Assessment Executive Summary (report tab)

Descriptive statistics	Subpopulations of Students											
	All Students	Cis Women	Cis Men	Trans/GNC	BIPOC	Parent/Guardian	Veterans	1st Gen. College Students	Varsity Athletes	Disability/Condition	Queer-Spectrum	Visa
Weighted subpopulation size	8496	4323	3391	646	4405	852	267	3835	536	4774	2321	251
Weighted mean	43.21	43.86	43.62	37.61	43.20	45.88	44.69	42.91	47.83	40.98	39.18	44.58
Weighted standard deviation	12.57	11.95	12.77	13.49	12.86	12.03	13.55	12.84	10.84	12.85	13.04	12.41

Self-Esteem scores have a minimum possible value of 10 and a maximum possible value of 60.

- Each dimension has a table with means and standard deviations
- Results of T-tests run on each demographic (Self-Esteem depicted here)

Statistical Tests

These tests are reported as follows in this [SAMPLE STATEMENT](#): T-tests for students who did versus did not identify as BIPOC were statistically significant with a small effect size ($t = 5.92 (3)$, $p < .01$, Hedge's $g = .31$).

Cis Women & Cis Men	T-test results: $t = 0.826 (7017.304)$, $p = 0.409$	Hedge's g	0.019
BIPOC	T-test results: $t = 0.347 (8335.281)$, $p = 0.728$	Hedge's g	0.008
Parent/Guardian	T-test results: $t = -6.727 (1058.75)$, $p = 0$	Hedge's g	-0.235
Veterans	T-test results: $t = -1.801 (281.239)$, $p = 0.073$	Hedge's g	-0.121
1st Gen. College Students	T-test results: $t = 2.054 (8021.171)$, $p = 0.04$	Hedge's g	0.045
Varsity Athletes	T-test results: $t = -10.217 (638.754)$, $p = 0$	Hedge's g	-0.399
Disability/Condition	T-test results: $t = 19.228 (8094.103)$, $p = 0$	Hedge's g	0.419
Queer-Spectrum	T-test results: $t = 17.907 (3897.599)$, $p = 0$	Hedge's g	0.453
Visa	T-test results: $t = -1.705 (266.866)$, $p = 0.089$	Hedge's g	-0.109

ACHA Well-Being Assessment

Executive Summary (ANOVA tab)

For samples that are large enough, ANOVAs are run on gender

Automatic warning pop-up if sample is too small for a given dimension

The sample is large enough to use these results.

DO NOT use these results because the sample size is too small

The sample is large enough to use these results.

Gender Statistical Tests (Cis Woman, Cis Men, Trans/GNC, not reported)

SPSS calculates the Welch's ANOVA by including people who did not report their gender identity. As such

Descriptive statistics	Subpopulations of Students				
	All Students	Cis Women	Cis Men	Trans/GNC	Not reported
Weighted subpopulation size	8496	4323	3391	646	136
Weighted mean	43.21	43.86	43.62	37.61	38.79
Weighted standard deviation	12.57	11.95	12.77	13.49	14.74

Values in this table of "." mean that there is no available data because the subpopulation size is 0 or 1.

Games-Howell post-hoc tests

If the data set did not contain enough information to conduct the Games-Howell post-hoc tests, this table will contain "." instead of numbers.

	Mean difference	95% CI	p	Hedge's g
Cis Women & Cis Men	0.23561	-0.4975 0.9687	0.842	0.019
Cis Women & Trans/GNC	6.2449	4.7994 7.6904	0	0.514
Cis Women & not reported	5.07339	1.69 8.4568	0.001	0.421
Cis Men & Trans/GNC	6.0093	4.5298 7.4888	0	0.466
Cis Men & not reported	4.83778	1.44 8.2355	0.002	0.376
Trans/GNC & not reported	-1.17152	-4.7847 2.4417	0.835	-0.086



ACHA Well-Being Assessment Executive Summary (data tab)

Data tab contains all the SPSS output used to create the report for those who wanted to look closer at the results

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance	Mean Difference	Std. Error	95% Confidence Interval		
						One-Sided	Two-Sided p		Lower	Upper	
Happiness	Equal variances assumed	0.448	0.504	23.542	8375	0	0	5.7444	0.244	5.2661	6.2227
	Equal variances not assumed			23.542	7762.236	0	0	5.7444	0.24401	5.26609	6.22272
Anxiety Score	Equal variances assumed	27.319	0	-26.353	8369	0	0	-6.93371	0.26311	-7.44947	-6.41794
	Equal variances not assumed			-26.522	7935.495	0	0	-6.93371	0.26143	-7.44619	-6.42123
Depression	Equal variances assumed	458.56	0	-27.466	8372	0	0	-6.59509	0.24012	-7.06579	-6.1244
	Equal variances not assumed			-28.377	8357.046	0	0	-6.59509	0.23241	-7.05068	-6.13951
Loneliness	Equal variances assumed	315.852	0	-17.786	8371	0	0	-4.6097	0.25918	-5.11775	-4.10164
	Equal variances not assumed			-18.353	8347.8	0	0	-4.6097	0.25117	-5.10204	-4.11735
Social Anxiety	Equal variances assumed	460.12	0	-23.565	8355	0	0	-6.42356	0.27259	-6.95791	-5.88922
	Equal variances not assumed			-24.299	8326.068	0	0	-6.42356	0.26436	-6.94177	-5.90535

Greater than average \neq great

I feel a sense of belonging to my school.





Our interpretation \neq students'

I feel a sense of belonging to my school.

Academic literature

Belonging to the institution itself



Student interviews

I belong because I have friends.

What is belonging to the institution?



High/low interpretation \neq scale range

I feel a sense of belonging to my school.

Your
institutional

goal



Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

1

2

3

4

5

6



Low



Medium



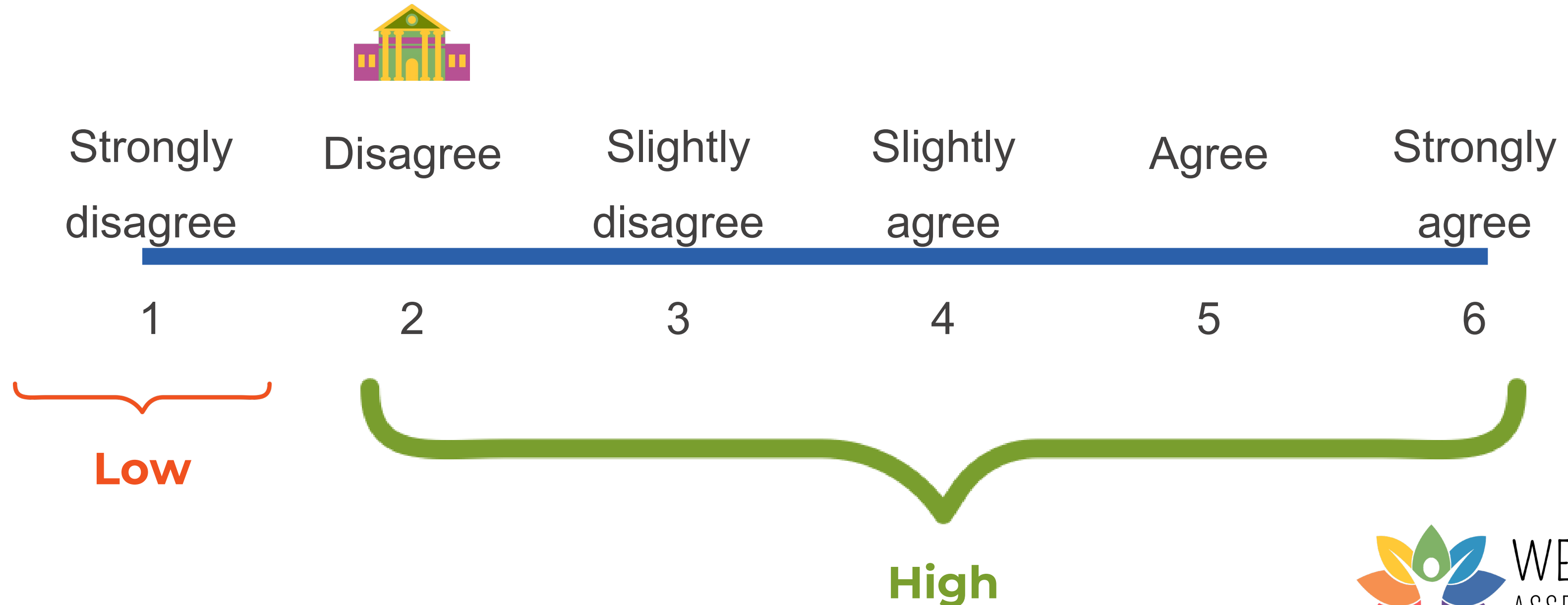
High



WELL-BEING
ASSESSMENT

High/low interpretation \neq scale range

Thinking that others would be better off without you.



Note your sample sizes

	Subpopulations of Students											
Dimension	All Students	Cis Women	Cis Men	Trans/ GNC	BIPOC	Parent/ Guardian	Veterans	1st Gen. College Students	Varsity Athletes	Disability/ Condition	Queer- Spectrum	Visa
Subsample sizes												
Weighted	82	53	28	1	9	5	4	27	3	52	15	3
Unweighted	82	70	10	2	8	4	2	23	6	55	20	10
Subsample sizes												
Weighted	237	124	86	11	66	4	4	93	106	122	67	9
Unweighted	237	159	60	16	56	3	3	87	120	140	78	38
Subsample sizes												
Weighted	982	442	429	83	227	45	26	343	17	530	250	39
Unweighted	982	560	328	78	257	44	21	357	23	535	249	162
Subsample sizes												
Weighted	3938	2014	1504	367	2780	464	129	1891	59	2316	1285	79
Unweighted	3938	2344	1161	383	2515	460	109	1812	66	2309	1340	655

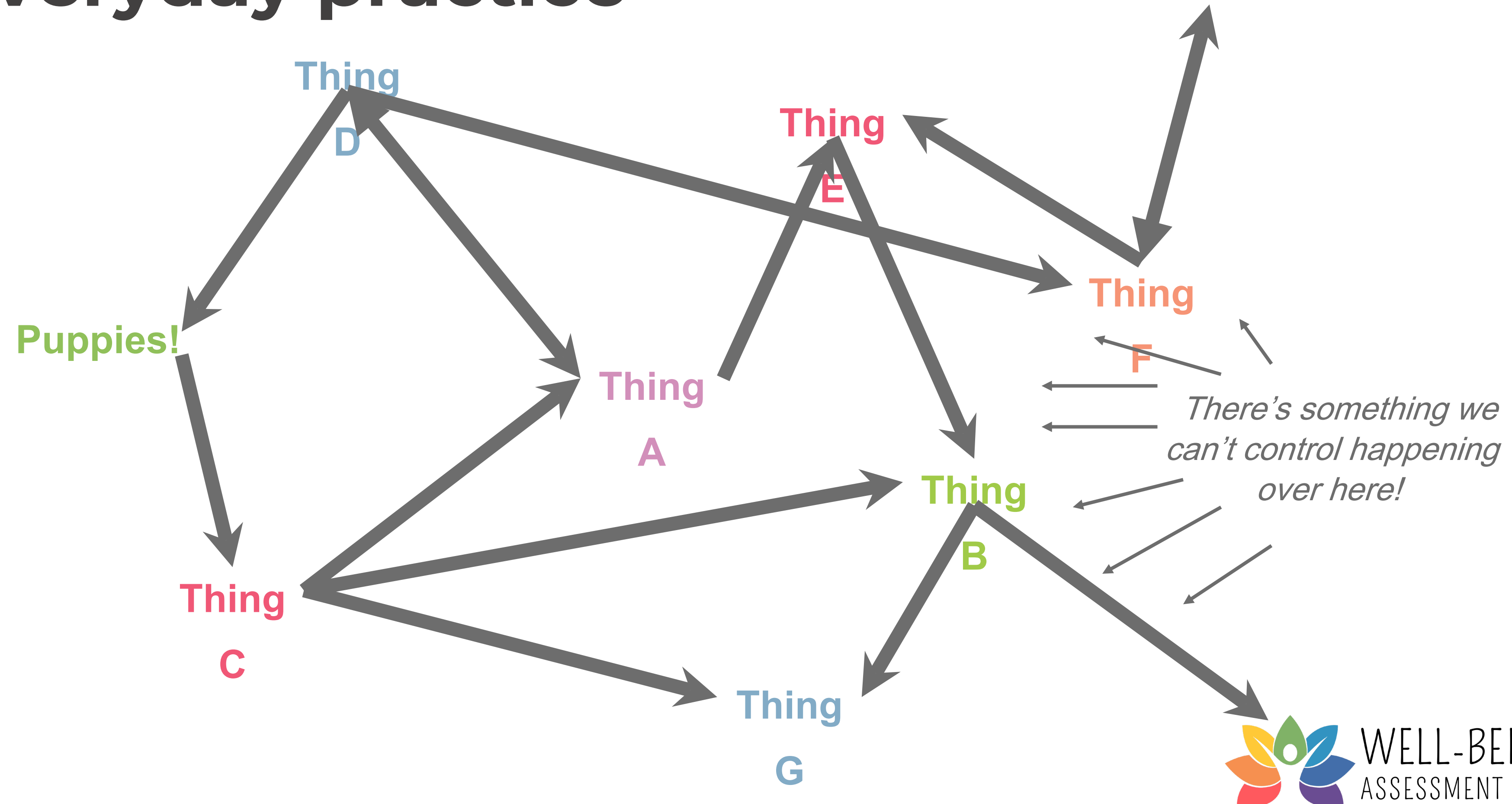
EXERCISE

4. What sources of well-being data (surveys, measures, etc.) do you have? What do they say about the well-being in your chosen dimension?

Belonging example:

- Your WBA belonging score is lower than the national average. Students with some identities feel more belonging than others. Your NSSE data is similar and says that belonging is higher than peers.

Everyday practice



Evidence-based practice

Evidence

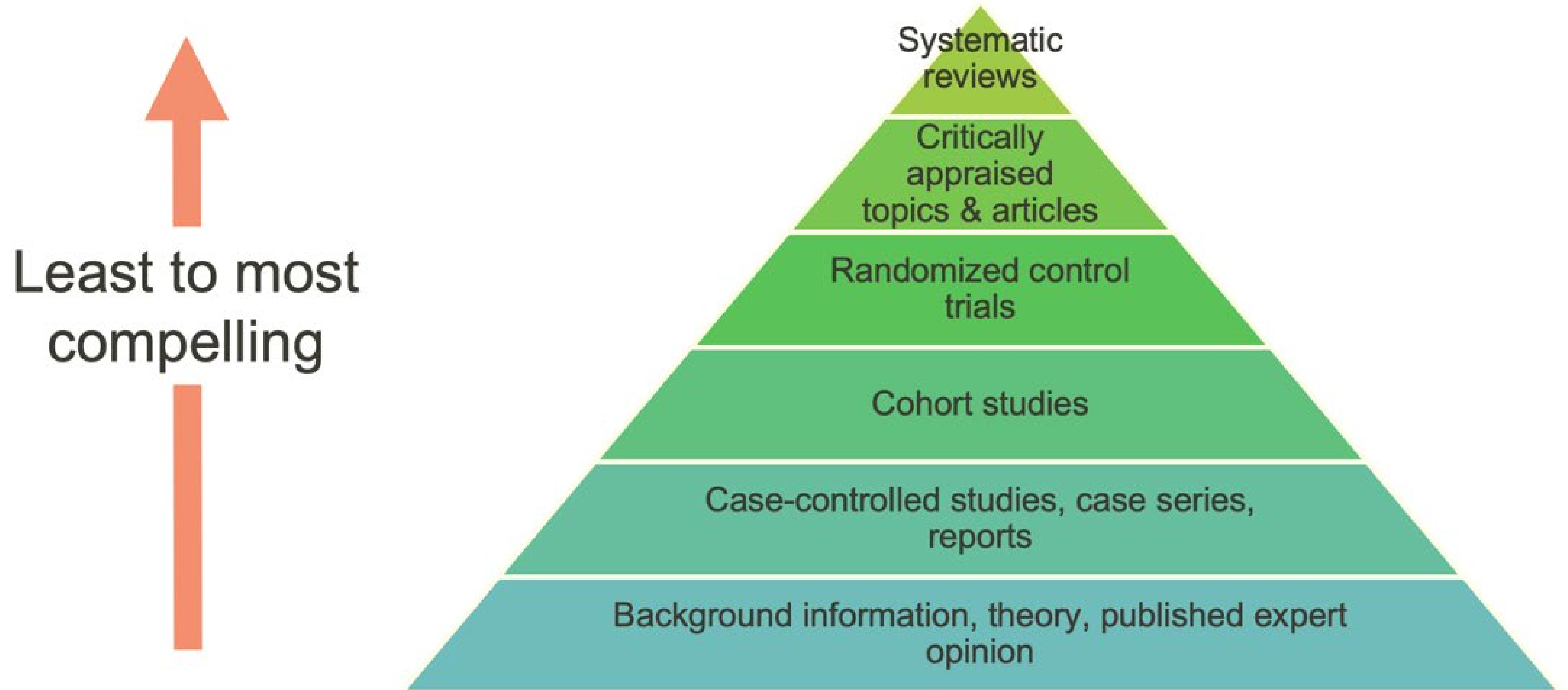


Practitioner
expertise

Stakeholder needs,
interests, & values

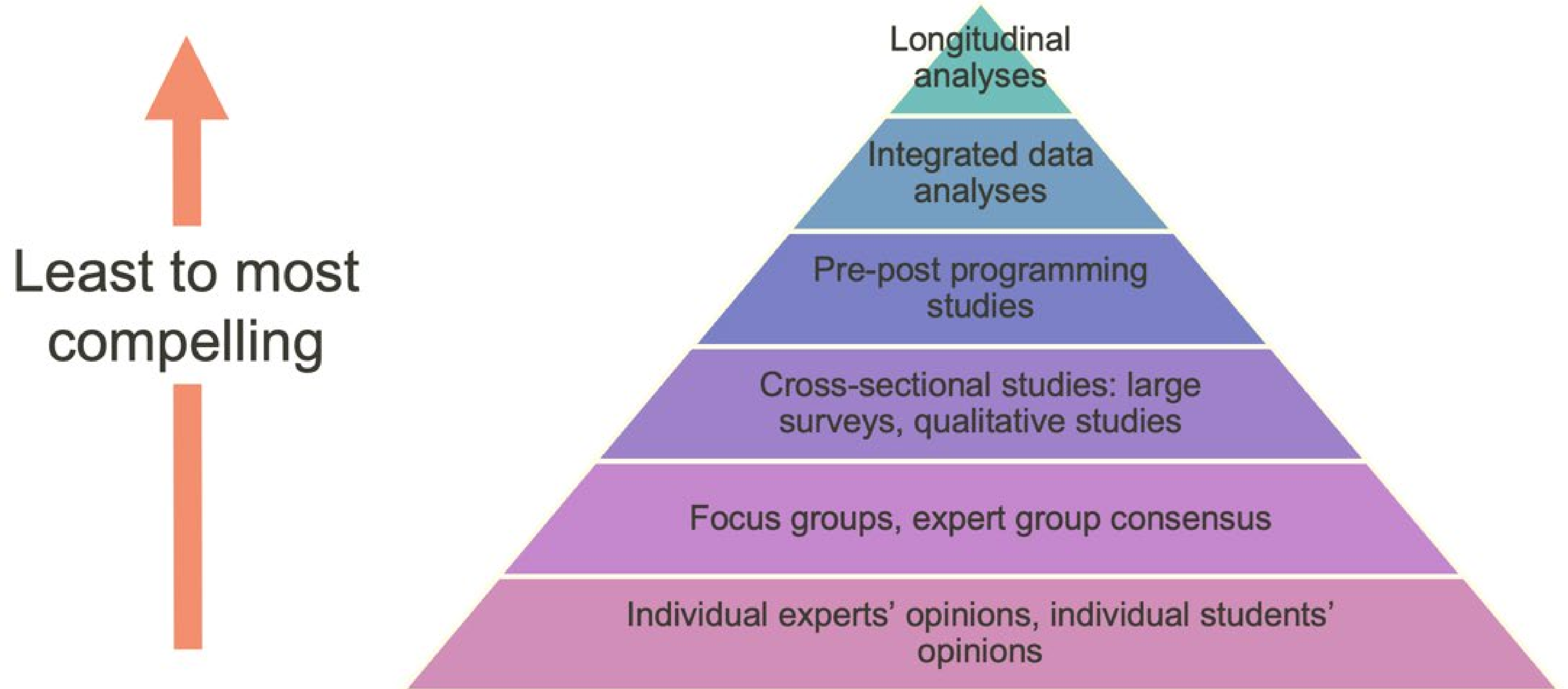
Guyatt, G., Cairns, J., Churchill, D., Cook, D., Haynes, B., Hirsh, J., Irvine, J., Levine, M., Levine, M., Nishikawa, J., & others. (1992). Evidence-based medicine: A new approach to teaching the practice of medicine. *Journal of the American Medical Association*, 268(17), 2420–2425.

External evidence sources



Sackett DL, Rosenberg WM, Gray JA, Haynes RB, Richardson WS. Evidence based medicine: what it is and what it isn't. *BMJ*. 1996 Jan 13;312(7023):71-2

Internal evidence sources



EXERCISE

5. What other sources of evidence (anecdotes, record data, published research, etc.) do you have?

Belonging example:

- Your WBA belonging score is lower than the national average. Students with some identities feel more belonging than others. Your NSSE data is similar and says that belonging is higher than peers.
- You have several established belonging programs. Staff think they are popular and working well. You're not so sure.
- Because they're popular, leadership does not have a strong motivation to evaluate these programs.
- Students tell you stories about cliques, loneliness, and bias.

Practitioner expertise!!!



Who's missing?

How many weird things do you see?



A program by ACHA

EXERCISE

6. What do your practitioners think?

Belonging example:

- Your WBA belonging score is lower than the national average. Students with some identities feel more belonging than others. Your NSSE data is similar and says that belonging is higher than peers.
- You have several established belonging programs. Staff think they are popular and working well. You're not so sure.
- Because they're popular, leadership does not have a strong motivation to evaluate these programs.
- Students tell you stories about cliques, loneliness, and bias.



Stakeholder needs, interests, and values



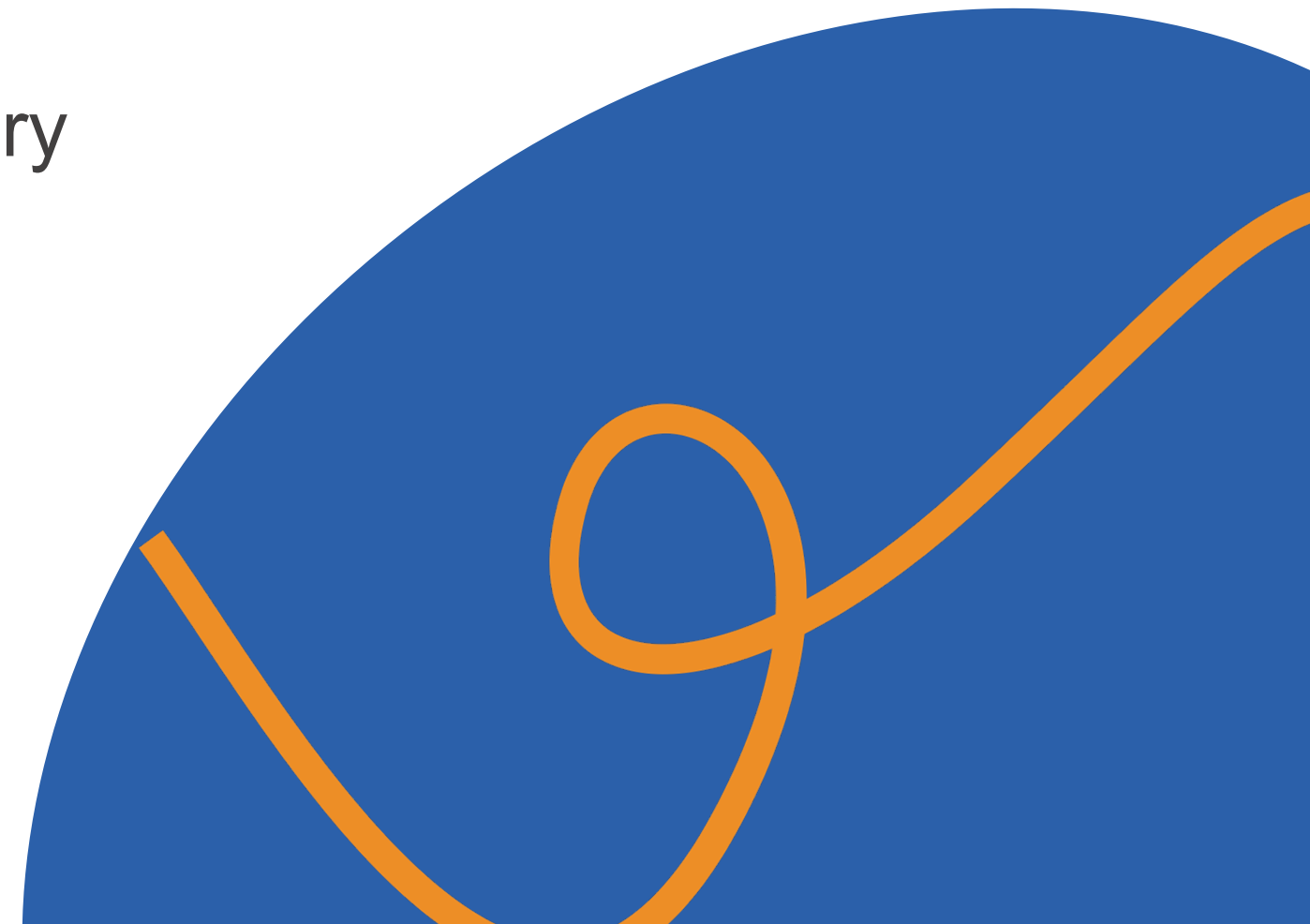
STAKEHOLDERS

- Students
- Faculty
- Staff
- Leadership
- Community
- Anyone with involvement



QUESTIONS

- What are their needs, interests, and values *right now*?
- How do those things vary across groups?
- How does that matter?



EXERCISE

7. What are your stakeholders' needs, interests, and values *right now*?

Belonging example:

- Your WBA belonging score is lower than the national average. Students with some identities feel more belonging than others. Your NSSE data is similar and says that belonging is higher than peers.
- You have several established belonging programs. Staff think they are popular and working well. You're not so sure.
- Because they're popular, leadership does not have a strong motivation to evaluate these programs.
- Students tell you stories about cliques, loneliness, and bias.



EXERCISE

8. What does the integration of your evidence (questions 4 & 5), practitioner expertise (question 6), and your stakeholders' needs, interests, and values tell you?

Belonging example:

- Your WBA belonging score is lower than the national average. Students with some identities feel more belonging than others. Your NSSE data is similar and says that belonging is higher than peers.
- You have several established belonging programs. Staff think they are popular and working well. You're not so sure.
- Because they're popular, leadership does not have a strong motivation to evaluate these programs.
- Students tell you stories about cliques, loneliness, and bias.

HOW DO YOU TURN DATA INTO ACTION?



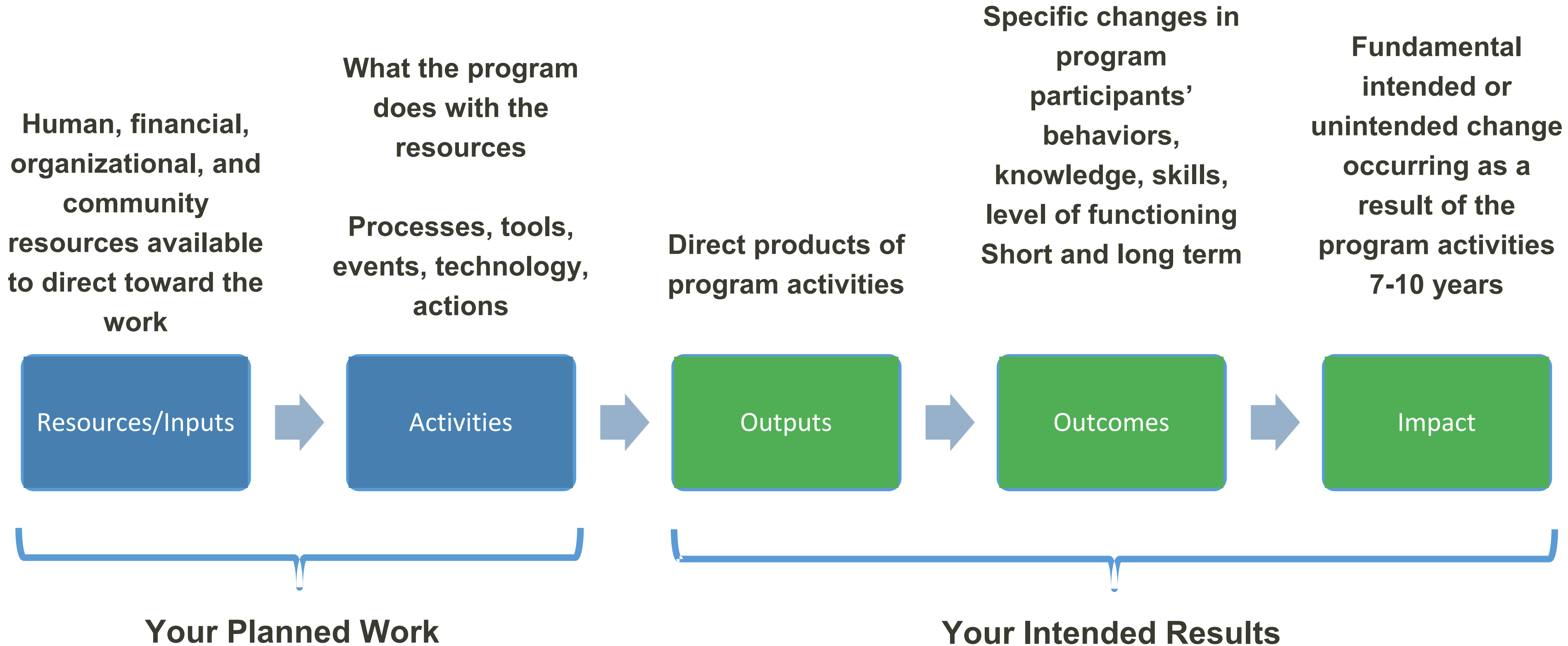
Wellbeing is determined by lots of factors.

To move a lot of factors, you need a lot of programs, policies, and practices.

No one program moves all the factors.

Many factors are outside of your control.

Basic logic model format

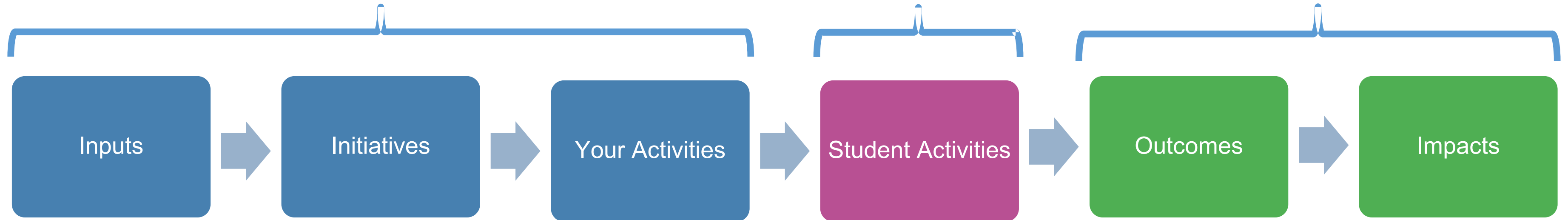


Expanded activities logic model

Your contributions

Participants' contributions

Your Intended Results



What resources do you need: people, money, time, space, leadership support, etc.?

What initiatives will encompass your and the students' activities? How many and what type of information campaigns, required classes, policies, etc.?

Within those initiatives, what activities will you perform? Email marketing, and posters? Faculty feedback and group projects?

What student activities help develop the outcomes that lead to the impacts? Reflection, cognitive reappraisal, practice interviews, etc.

What short-ish-term outcomes are steps along the way to the impacts? (You may have several layers of outcomes that range from shorter-term to longer-term.)

What knowledge, skills, abilities, moods, environments, or other things do you want students to experience in the long term?

What evidence do you have that these are sufficient resources?

What evidence do you have that your initiatives are appropriate for your planned activities?

What evidence do you have that your activities will support the student activities or outcomes?

What evidence do you have that these activities will contribute to the outcomes?

What evidence do you have that these outcomes lead to the impacts?



**WELL-BEING
ASSESSMENT**

Well-being is a long-term impact



Well-being measures typically are, too

Your contributions

Participants' contributions

Your Intended Results



What resources do you need: people, money, time, space, leadership support, etc.?

What initiatives will encompass your and the students' activities? How many and what type of information campaigns, required classes, policies, etc.?

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Programs are short-/medium-term

Your contributions

Participants' contributions

Your Intended Results



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WELL-BEING
ASSESSMENT



You do not have to prove that your individual programs directly cause impacts like belonging.

You just need to **explain** how your programs are **steps** along the way to the impact and provide **evidence** that your programs function as

Expanded activities logic model

Your contributions

Participants' contributions

Your Intended Results



Your program operates here.

Your logic model explains how these outcomes contribute to your impacts.

(You will never have the resources to prove direct causality.)

What resources do you need: people, money, time, space, leadership, support, etc.?

What initiatives will you implement: you and the students' activities? How many and what type of campaigns, required classes, policies, etc.?

Within those initiatives, what activities will you perform? Email posters? Faculty feedback and projects?

What student activities help develop the outcomes that lead to the impacts? Reflection, cognitive appraisal, practice interviews, etc.

What short-ish-term outcomes are steps along the way to the impacts? (You may have several layers of outcomes that range from shorter-term to longer-term.)

What knowledge, skills, abilities, moods, environments, or other things do you want students to experience in the long term?

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WELL-BEING ASSESSMENT

Pathways document excerpt

Our statistical modeling found that many of these other factors are potent pathways to belonging, and most are factors in students' environments rather than factors internal to students, like their skills, beliefs, and behaviors.

Relationships of all forms are important to belonging. One of the most consistent and robust pathways to belonging was whether students felt like faculty and staff supported their belonging, including through their academic experiences. It is also important for students to have a group of friends or feel close to other students at school.

The general campus climate matters to belonging. Students need to feel like people are friendly toward them, like they are welcomed as they are, and that they are safe. Feelings of safety include freedom from discrimination, items which are included in the Assessment.

Activity engagement also contributes to belonging, although it is possible for students to be highly engaged in activities but still feel low levels of belonging. Regularly participating in activities, programs, and events may help support belonging, but those activities, programs, and events must be inclusive of students' identities.

Our research found one factor within students: their desire to attend a school where they feel like they belong.



What change do you want to

see?

Who

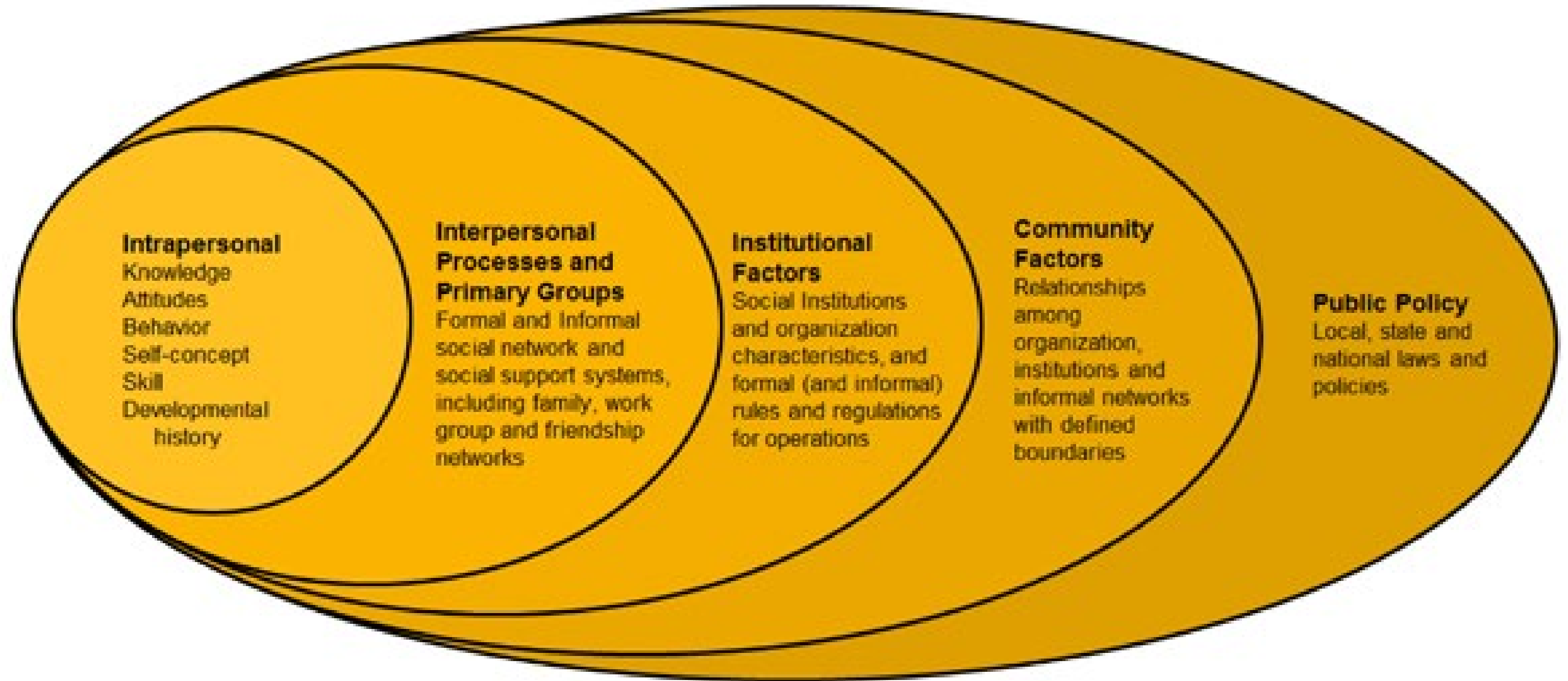
What

When

Where

Why

How



It's more than coping skills!

https://portal.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx

EXERCISE

9. What change would you like to see? Who, what, when, where, why, and how?

Belonging example:

- We decide that we have conflicting evidence and practitioner expertise.
- We think our belonging could be better.
- We understand we may not receive significant support (from peers or leadership) for any new initiatives.

We want more belonging for students with the lowest belonging over the next two years using variations of our existing, popular programs.



Program evaluation comes in many variations

▶ TYPES OF GOALS

Formative, summative, developmental, more

▶ TYPES OF EVALUANDS

Processes, principles, outcomes, impacts, more

▶ TYPES OF MODELS

Utilization-focused, theory-driven, contribution, more

▶ TYPES OF LENSES

Feminist, participatory, rapid, empowerment, democratic, more

Our example: We want to know if our programs are contributing (model) to the impact of belonging (evaluand) for everyone so we know how to continually improve our programs (goal).

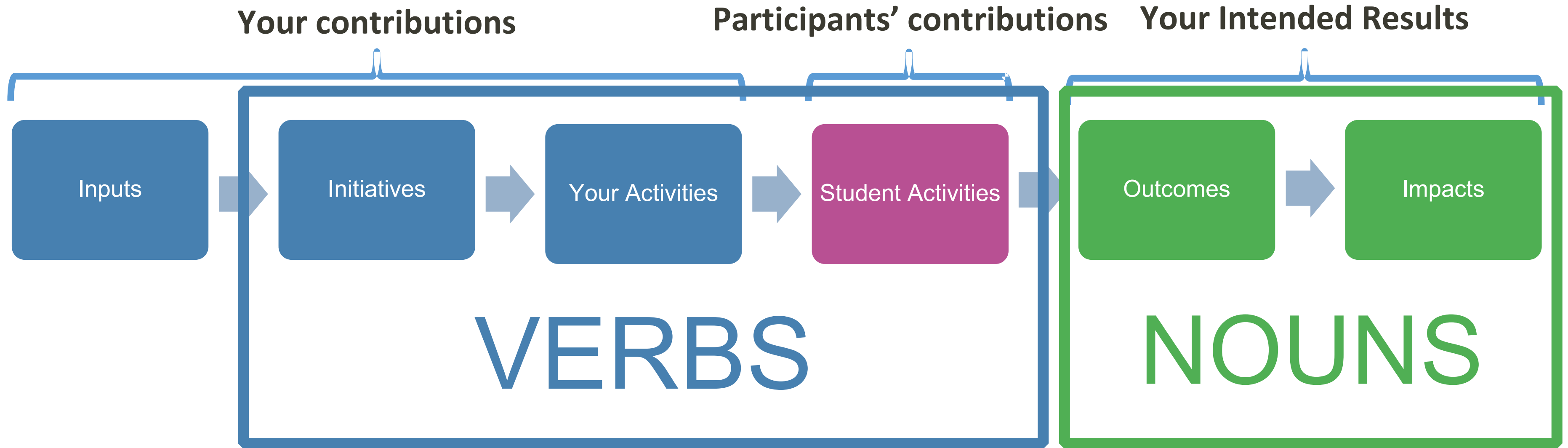


No school has enough resources to do all the important things.

Approach your data with **specific questions** rather than trying to sort through all the possibilities.



Expanded activities logic model



EXERCISE

10. Logic model – Initiatives: What kind of programs, policies, or practices are you currently offering? Or, what would you like to offer?

Belonging example:

- We have a set of popular belonging programs that facilitate participation in school traditions.
- Our staff have a culture of actively discussing belonging with students.
- We offer opportunities for students to interact socially with faculty.
- And more...

We want to:

- Build on our existing school tradition programs.



Activities are the things **we** do.

Teaching, fostering, supporting, developing, etc.



Outcomes and **impacts** are the **benefits** you want
others to experience.

Knowledge, belonging, safety, creativity, etc.



EXERCISE

11. Logic model - Your activities: What activities do you perform in those initiatives?

12. Logic model - Student activities: What activities are students supposed to perform?

Belonging example:

- We will offer students easy access to the traditions that form the core of our institution's cultural heritage. We will provide more outreach to students with lower belonging scores.
- Students will attend more events, interact with more members of our institution, learn more about what makes our institution special.



All your programs



Belonging

All your programs

Year-long cohorts

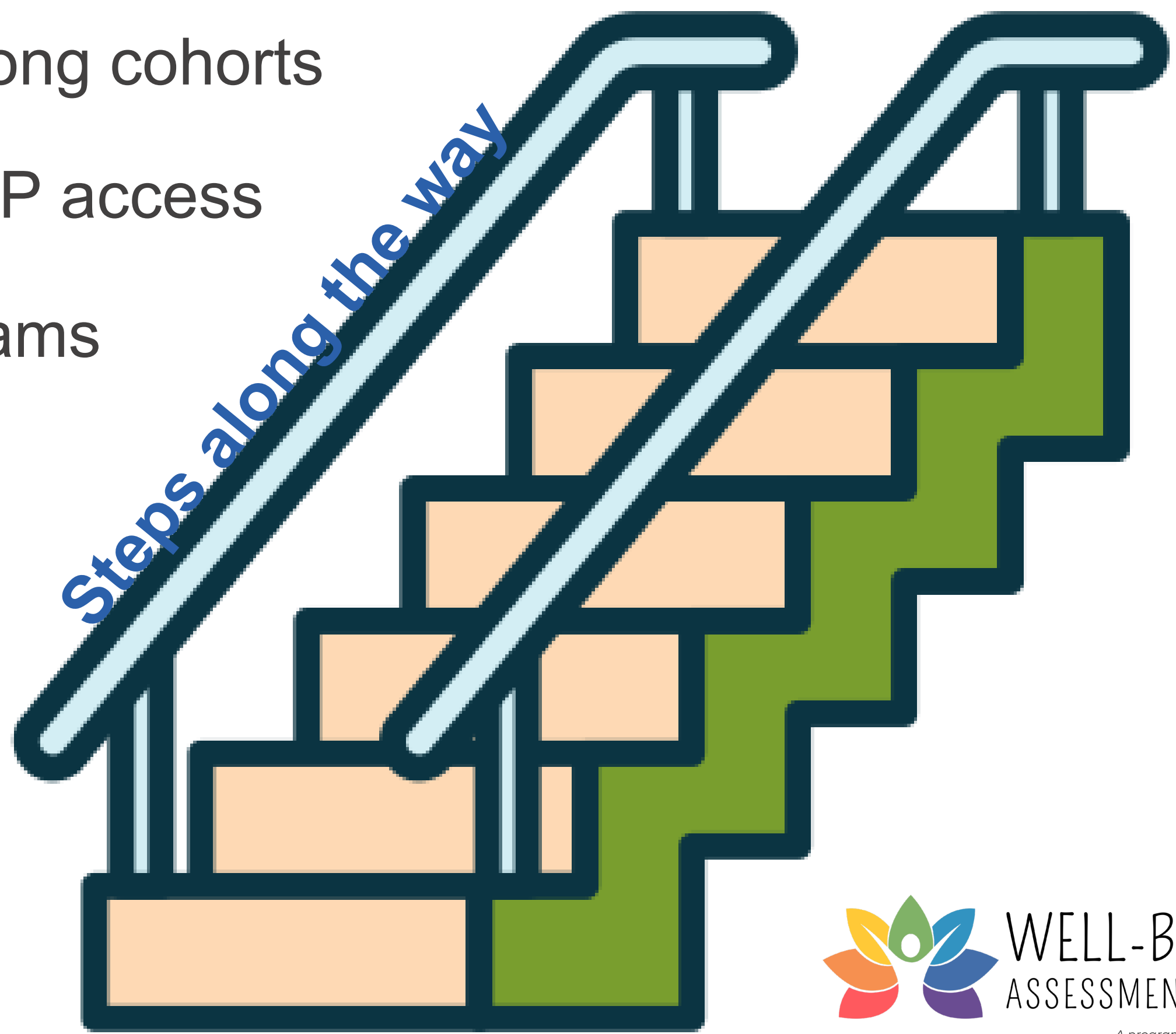
Faculty & HIP access

Orientation & belonging programs

Activity accessibility

Puppies & bubbles

Drop-in snacks,
meet & greets





All your programs



Belonging

Year-long cohorts

Faculty & HIP access

Orientation & belonging programs

Activity accessibility

Puppies & bubbles

Drop-in snacks, meet & greets

Impact

Steps along the way



EXERCISE

14. Logic model - Impacts: What long-term benefits should students experience?

Belonging example:

- Students will have more friends.
- Students will feel more belonging.

All your

programs

These all

Orientation & belonging programs

have

Activity accessibility

outcomes

Puppies & bubbles

Drop-in snacks,

meet & greets

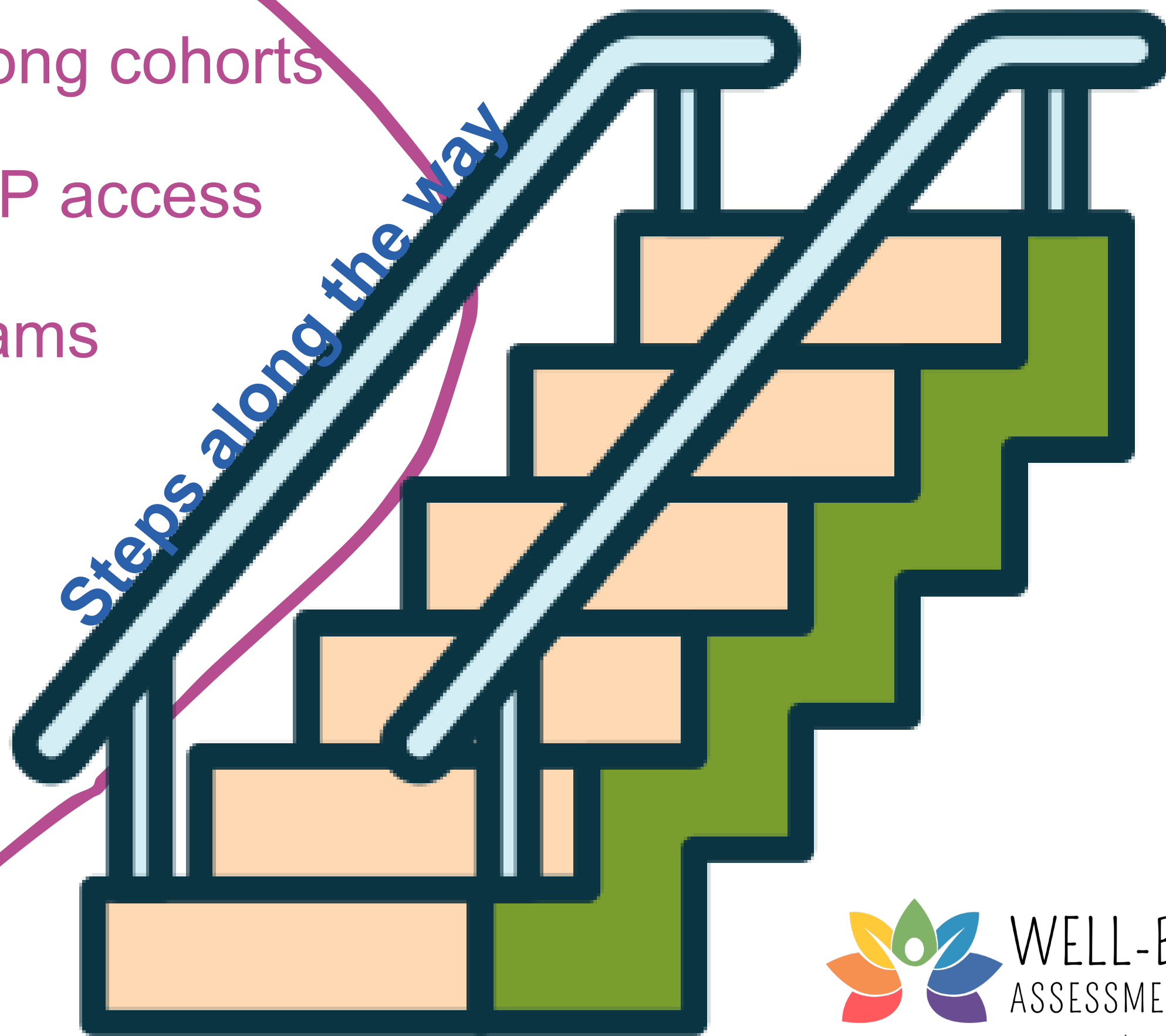


Belonging

Year-long cohorts

Faculty & HIP access

Steps along the way



WELL-BEING
ASSESSMENT

A program by ACHA

EXERCISE

13. Logic model - Outcomes: What immediate benefits should students experience?
(What are the steps along the way?)

Belonging example:

- Students will meet new people.
- Students will learn more about the institution.
- Students will have more positive interactions with people at the institution.



Help your audience turn puppies-and-bubbles into belonging

The connection between puppies-and-bubbles and belonging is only obvious to you.

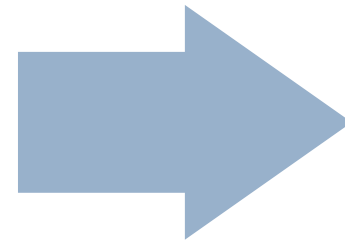
Do you know how transmissions make a car go?

Or what estimators have to do with
model specification?

Belonging example: Logic

Outcomes

- Students will meet new people.
- Students will learn more about the institution.
- Students will have more positive interactions with people at the institution.



Impacts

- Students will have more friends.
- Students will feel more belonging.

Your logic:

- **Meeting new people = making new friends**
- **Learning more about the institution = feeling more included**
- **More positive interactions = more accepted**

EXERCISE

15. How do you explain the connection between your outcomes and your impacts?

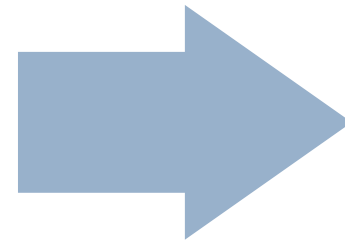
Belonging example - logic:

- Meeting new people = making new friends
- Learning more about the institution = feeling more included
- More positive interactions = more accepted

Belonging example: Measurement

Outcomes

- Students who attended the event said they met more people (at a post survey, at some other point in time).
- More students have been attending these events.
- Faculty are reporting that students know more about the institution's history.



Impacts

Your logic:

- Meeting new people = making new friends
- Learning more about the institution = feeling more included
- More positive interactions = more accepted

- Between the last administration of the Well-Being Assessment and this one, belonging scores improved.

EXERCISE

16. What evidence do you have or need for your steps-along-the-way outcomes?

Belonging example - outcome evidence:

- Students who attended the event said they met more people (at a post survey, at some other point in time).
- More students have been attending these events.
- Faculty are reporting that students know more about the institution's history.

EXERCISE

17. Logic model - inputs: Moving forward, what will you need for your initiatives?

Belonging example:

- Additional marketing budget and personnel



Evidence-informed
advocacy party!



Even more reading!

Donaldson, S.I. (2022). *Introduction to theory-driven program evaluation*. Routledge.

Fulcher, K., & Prendergrast, C.(2021). *Improving student learning at scale*. Routledge.

Patton, Q.P. & Campbell-Patton, C.E. (2021). *Utilization-focused evaluation* (5th ed.). Sage Publications.

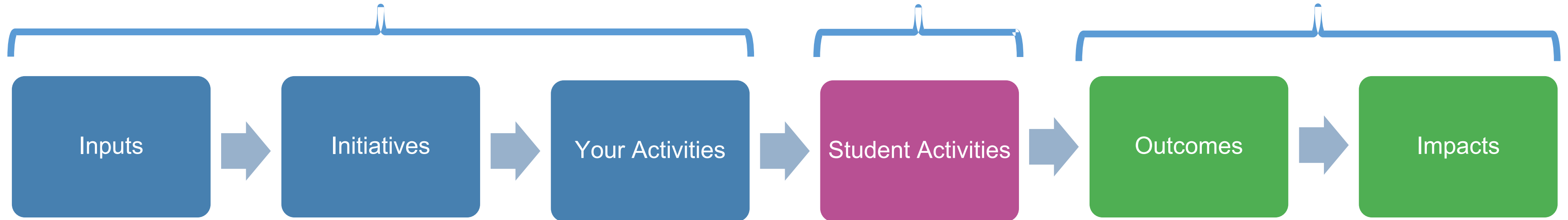
betterevaluation.org

Expanded activities logic model

Your contributions

Participants' contributions

Your Intended Results



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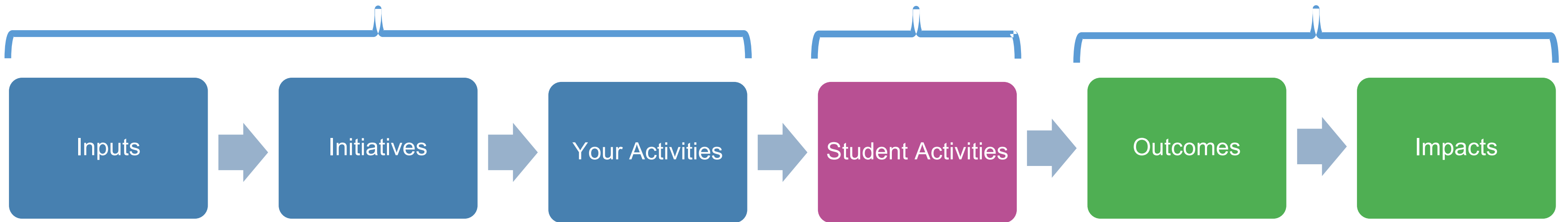
WELL-BEING
ASSESSMENT

Measurement model: Evidence of change

Your contributions

Participants' contributions

Your Intended Results



What resources did you secure relative to what you need?

Did you use them all?

Did you need more resources than originally planned?

What initiatives did you deliver relative to what you planned?

Why did/n't you deliver as planned?

How accurate and informative is the evidence about your initiative delivery?

Within those initiatives, did you perform all your planned activities?

Why/not?

Who did/n't?

How accurate and informative is your evidence about your activity performance?

Did students do the planned activities?

Why/not?

Who did/n't?

How accurate and informative is the evidence about student participation, both in quantity and quality?

Program-level evaluation: Did students' short-term outcomes change as expected?

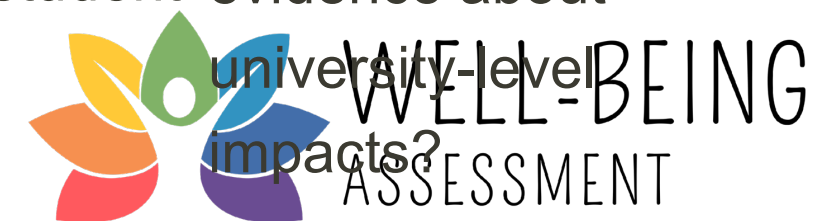
Why/not?

How accurate and informative is your evidence about student outcomes?

University-level evaluation: Are long-term impacts changing across the student body as expected?

Why/not?

How accurate and informative is your evidence about university-level impacts?

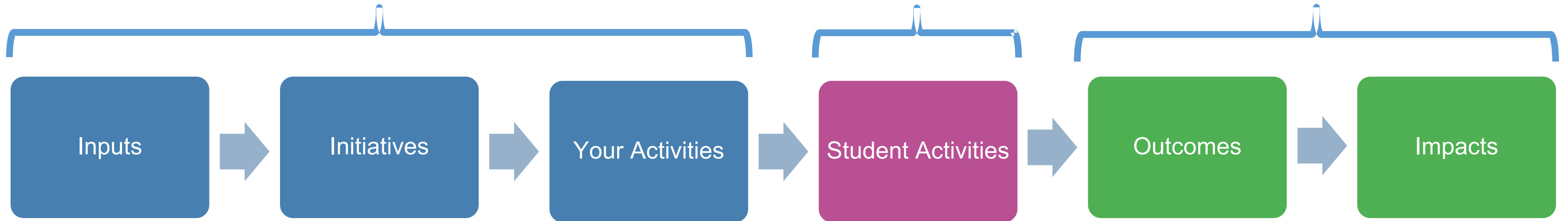


Causal contribution model: Strengths & limitations

Your contributions

Participants' contributions

Your Intended Results



Did you have sufficient resources?

Did you employ them well?

Other than your initiatives, what else might students have been exposed to that caused the outcomes?

Did you deliver enough initiatives? The right ones? For the right students?

What other faculty/staff activities might be supporting the outcomes, either within or external to your initiative?

Did faculty/staff deliver all the activities as they were planned? Why/not?

Did you deliver enough activities? The right

What other student activities might be supporting the outcomes?

Were your student activities necessary and/or sufficient to explain the outcomes?

Did you employ enough activities? The right ones?

How can changes in the long-term impacts be explained by outcomes other than the outcomes you addressed?

Were your outcomes necessary and/or sufficient to explain the impacts?

Did you address enough of the right

What environmental, cohort, or other factors might be contributing to the impacts?

Where are there gaps in your logic and measurement models?



WELL-BEING ASSESSMENT

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