

Division of Student Affairs
Health and Wellness
**Owls Care Health Promotion
Annual Report (2015-2016)**

1. Executive Summary

The 2015-2016 academic year was a year of tremendous growth for Owls Care Health Promotion. The department was able to accomplish all of its IEA goals, as well as the goals outlined in the 2014-2015 annual report. In addition, the department continued to make advances in its strategic plan and contributed to the Healthy Campus 2020 initiative. Specific information on these last two advances are not included in this report but are available with the department.

During the 2015-2016 academic year, Owls Care Health Promotion's IEA goals assessed learning outcomes associated with campus outreach event. The goals focused on student acquisition of knowledge as assessed through the use of a post-test. The departmental goal was for a minimum of 75% of students who attended an outreach event to correctly respond to a question associated with the learning outcome. These goals were met and, in many cases, exceeded for each of the outreach programs assessed. More details can be found in the signature accomplishments section of this report.

As a follow-up to the post-tests distributed at each event, end-of-semester follow-up surveys were distributed to students who utilized any Owls Care services or participated in any Owls Care events. Of the students who attended educational outreach events, 82% agreed or strongly agreed that they had made personal changes that were beneficial to them as a result of having attended the event. Further, 12.79% of the students surveyed in the fall and 31.09% of students surveyed in spring reported that these changes lasted more than 3 months; and 53.49% of students surveyed in the fall and 37.31% of students surveyed in the spring reported that the changes lasted more than 1 month.

Along with achieving the IEA goals, the department had a number of different accomplishments during the 2015-2016 year. The department successfully welcomed and on boarded three new professional staff members. These new staff members allowed the department to expand services provided by Owls Care. They also allowed for an increase in the department's presence in the Jupiter and Broward Campuses.

During 2015-2016, the number of workshops offered by Owls Care Health Promotion increased (224 in 2015-2016 vs. 216 in 2014-2015). There was also an increase in the number of students participating in these presentations and workshops (4314 students participating in 2015-2016 vs. 4216 students participating in 2014-2015).

There was a 16 percent increase in the number students reached through outreach events (7081 in 2015-2016 vs. 6098 in 2014-2015). The number of students reached in the weekly peer-led Wellness Hoot also increased drastically (138% increase with 2779 students reached in 2015-2016 vs. 1163 students reached in 2014-2015). It is worth

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mentioning that the 2014-2015 contacts had previously been a strong increase compared to the 2013-2014 contacts (128% increase with 510 student contacts in 2013-2014). Over a three-year period, the number of students reached in the peer-led Wellness Hoot has increased by more than five times.

Owls Care Health Promotion also saw a significant increase (240%) in the number of individual consultation appointments in 2015-2016 (n=153) compared to the number of individual consultation appointments in 2014-2015 (n=45). This may be largely due to the fact that OCHP worked with Student Affairs Marketing to create a brochure with information regarding individual consultations as well as an outline of services offered by OCHP. These brochures were distributed to staff members at Counseling and Psychological Services, Student Health Services, University Advising Services, and the Student Affairs Vice President's Council along with a short presentation and question and answer session regarding these services.

The department continued to support the University's Title IX compliance by administering CampusClarity's "Think About It" online training course. During 2015-2016 two new versions of the program were implemented (graduate student version and adult learner version) to better accommodate our student population. Students completing the program in the 2015-2016 cohort reported higher agreement with the program feedback question "overall, the course was an excellent learning experience" (scale from 1-5 where 1 represents "strongly disagree" and 5 represents "strongly agree") compared to the students completing the program in the 2014-2015 cohort. The overall ratings for the 2015-2016 cohort was 4.17 for Part I, 4.23 for the Graduate Student version, and 4.35 for the Adult Learner version. Compared to the overall rating for Think About It: Part I (assigned to graduate students and adult learners as well as general undergraduate population) for the 2014-2015 cohort was 4.12.

This program continues to be mandatory for all incoming degree-seeking students. As of June 16, 2016 (the day this report was written), for the 2015-2016 year, 6000 students completed the mandatory undergraduate portion (part I); 2875 students completed the graduate student version; and 970 students completed the adult learner version (i.e. a total of 9845 students completed the mandatory training provided). This is in contrast to the 9,434 students who had completed part I between August 1, 2014 when the program was implemented and June 16, 2015 when the 2014-2015 annual report was written. In addition to completing the mandatory training, 1298 completed Part II of the program and 237 students completed Part III. This is in contrast to 802 who completed Part II and 144 students who completed Part III as reported in the 2014-2015 annual report. Of note is the fact that some of the students who were assigned the program in 2014-2015 completed the program after the annual report was written making the total number of students who have completed Think About It since its launch at FAU 20,407.

Owls Care Health Promotion continued to enhance student leadership opportunities in the department by revising and enhancing the training curriculum and assessing learning outcomes associated with the Owls Care Leader and internship programs. All

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of the Owls Care Leaders in the 2015-2016 class were able correctly respond to questions assessing their knowledge of concepts associated with their content area with a minimum score of 85%.

2. Department mission, vision, and core values

Mission:

The mission of Owls Care Health Promotion is to empower students to be healthy, responsible and successful.

We support the mission of Florida Atlantic University by recognizing that healthy individuals and caring communities are essential to quality research, scholarship, creative activity, teaching, and active engagement.

We recognize the interdependent nature of health and systems and, therefore, apply a socio-ecological approach to our practice. We enable students to reach their full potential by helping them care for themselves, each other, and their university community. Our efforts foster an inclusive environment that is welcoming, safe, and accessible to all students.

Our mission is accomplished through the delivery of programs and services that are theory-based, evidence-informed, innovative, and student-centered.

Vision:

Owls Care Health Promotion aspires to be recognized as a leader in health promotion in higher education; distinguished for its quality of programs and services; and a pillar of support for student success and well-being. We envision a Florida Atlantic University campus community in which all members live long and healthy lives, in accordance with the Healthy Campus 2020 initiative.

Core Values:

- Excellence
- Innovation
- Collaboration
- Inclusivity
- Kindness

http://www.fau.edu/owlscare/about_us/mission-vision.php

3. Organizational chart and list of staff members

Raquel Cabral, PhD, Director
Courtney Weaver, PhD, Assistant Director
Melissa Kondor, MS, CHES, Assistant Director
Sarah Deatherage, MPH, CPH, Coordinator

Adopted by SALT 4/12/16

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Shakita Jenkins, MPH, Coordinator
Ashley Lamb, MPH, CHES, Coordinator
Sean Conklin, BS, Program Assistant

http://www.fau.edu/owlscare/files/OCHP_Org_Chart.pdf

4. Signature Achievements:

Owls Care Health Promotion seeks to empower students to be healthy, responsible and successful. This is accomplished through the delivery of programs and services that are theory-based, evidence-informed, innovative, and student-centered.

During the 2015-2016 academic year, Owls Care Health Promotion focused on assessing the impact of campus outreach programs. This included articulating specific learning outcomes for campus outreach events and assessing reported knowledge acquisition and behavior change as a result of attendance at these programs. Campus outreach events for which less than 75% of participants reported knowledge acquisition or behavior change were reviewed and an improvement plan was created.

To this end, the 2015-2016 learning outcomes were as follows:

Health Promotion Services:

Outcome 1: As a result of attending “Let’s Owl Be Well”, a campus event held in Traditions plaza, 75% of students will be able to identify at least one resource on campus that helps support them in healthy lifestyle behaviors.

Data Summary: In total, 111 students participated in “Let’s Owl Be Well”. Of those 111 students, 106 were able to correctly identify one campus resource that supports a healthy lifestyle. This equates to 95% of the participants.

Outcome 2: As a result of attending the “Relaxation Station” event, at least 75% of participants will be able to identify a minimum of two (2) relaxation techniques they can use to manage stress.

Data Summary: There were 50 students who completed evaluations. Of those respondents, 82% of students were able to identify at least two techniques they use to manage stress, and 16% listed at least one technique demonstrated at the event.

Outcome 3: As a result of attending “Celebrate Your Sexuality”, 75% of students will be able to identify a difference between biological sex, gender identity, gender expression, and sexual orientation.

Data Summary: There were 41 student participants at the event. Based on evaluation, 83% of students were able to correctly identify the difference between biological sex, gender identity, gender expression, and sexual orientation.

Outcome 4: As a result of attending the “White Ribbon Campaign” event, 75% of students will be able to recognize at least 4 necessary components of consent based on post-assessments.

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Data Summary: There were 37 students who participated in the “White Ribbon Campaign” program. On the post-event evaluations, 100% of students were able to recognize at least 4 of the necessary components of consent.

Alcohol, Tobacco and Other Drug Programs:

Outcome 1: As a result of attending “Stay in Your Green Zone”, 75% of students will be able to properly identify the target BAC (.06) for ‘staying in the green zone’.

Data Summary: There were 63 students who attended the “Stay in Your Green Zone” event on March 17th in Traditions Plaza. Of the 63 students who replied to the question “What is the green zone?”, 60 students answered correctly (95.2%).

Outcome 2: After attending “Watch Your BAC”, 75% of students will be able to identify at least one sign of alcohol poisoning that indicates need for medical assistance.

Data Summary: Thirty-eight students attended the Watch Your BAC event, which took place in September. On the posttest, students were asked the question, “Which of the following ARE warning signs of alcohol poisoning? Circle all that apply”. The options were: Vomiting, Hypothermia, Slow or irregular breathing, and Unconscious or semi-conscious. All of the symptoms, save for vomiting, are considered signs of alcohol poisoning.

Twenty-six students were able to identify Hypothermia as a sign, 33 students were able to identify slow or irregular breathing as a sign, and 35 students were able to identify unconscious or semi-conscious as a sign of alcohol poisoning. However, 33 students also incorrectly identified vomiting as a sign of alcohol poisoning. This was identified as a weakness of the program, as vomiting while unconscious is a sign of alcohol poisoning, not just vomiting. This will be remedied in further iterations of the program.

Outcome 3: As a result of attending the “Watch Your BAC” presentation, 75% of students will be able to identify the necessary steps to take when a friend is experiencing alcohol poisoning.

Data Summary: A total of 90 students participated in the “Watch Your BAC” presentations, which occurred during the fall semester. Based on post assessments, 96% of students were able to accurately identify the necessary steps to help someone who has alcohol poisoning.

5. Goals for the next year:

Health Promotion Services:

Goal 1: Encourage healthy self-care behaviors.

Outcome 1: As a result of attending the “Stress Less, Sleep Better” event, 78% of students will be able to correctly identify the recommended hours of sleep per night for healthy adults. This target is a 5% increase from what was attained in 2015-2016.

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Connection: There is a reciprocal relationship between health and learning. Encouraging healthy behaviors in students promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Goal 2: Provide resources to students that will help them effectively and safely manage stress.

Outcome 2: As a result of attending the “Relaxation Station” event, at least 87% of participants will be able to identify a minimum of two (2) relaxation techniques they can use to manage stress. This target is a 5% increase from what was attained in 2015-2016.

Connections: Stress was endorsed as the number one academic impediment by FAU students who completed the National College Health Assessment (NCHA) in the Spring of 2015. Helping students better manage their stress promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Goal 3: Promote a climate of health and social justice.

Outcome 3: As a result of attending “Celebrate Your Sexuality”, 88% of students will be able to identify a difference between biological sex, gender identity, gender expression, and sexual orientation. This target is a 5% increase from what was attained in 2015-2016.

Connections: Health and social justice are inextricably connected. Supporting an inclusive climate where all individuals regardless of sex, gender, and sexual orientation can realize their potential promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Goal 4: Foster a safe environment free of sexual and relationship violence.

Outcome 4: As a result of attending “Owls Against Sexual Assault”, 75% of students will be able to iterate the three steps to being an ethical bystander. This target is intended to reflect an advanced skill level from what was attained in 2015-2016, when 79% of students were able to recognize the three steps from a provided list.

Connections: Students cannot learn in an environment where they do not feel safe. Fostering an environment free of sexual and relationship violence promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Alcohol, Tobacco and Other Drug Programs:

Goal 1: Promote harm reduction behaviors

Outcome 1: As a result of attending the “Watch Your BAC” program, 75% of students will be able to identify “keeping drinks to one per hour” as a responsible way to consume alcohol for those who choose to drink.

Outcome 1a: As a result of attending the “Watch Your BAC” presentation, 80% of students will be able to list one harm reduction behavior they can personally use if they choose to drink.

Connections: Substance use can be associated with decreased academic performance for students. Promoting responsible drinking for students who choose to

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engage in substance use promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Goal 2: Provide students with information on how to help peers in distress

Outcome 2: As a result of attending the “Watch Your BAC” program, 75% of students will be able to list the three C’s: Check, Call, Care.

Connections: Concern for a troubled friend or family member was endorsed as an academic impediment for 9.1% of the students who completed the NCHA in the Spring 2015. In addition, 54.7% of the students who completed the NCHA reported interest in receiving information on how to help others in distress. Knowing how to help a friend in distress promotes academic success and six-year graduation rate for full-time and part-time FTIC.

Goal 3: Engage students in critical analysis of marijuana utilization

Outcome 3: As a result of attending the “4/20 Event”, 75% of students will be able to list a minimum of one (1) adverse effect associated with marijuana.

Connections: Substance use can be associated with decreased academic performance for students. Promoting awareness of the impact of substance use promotes academic success and six-year graduation rate for full-time and part-time FTIC.