

# Turning Wellbeing Data into Effective Programming

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NASPA

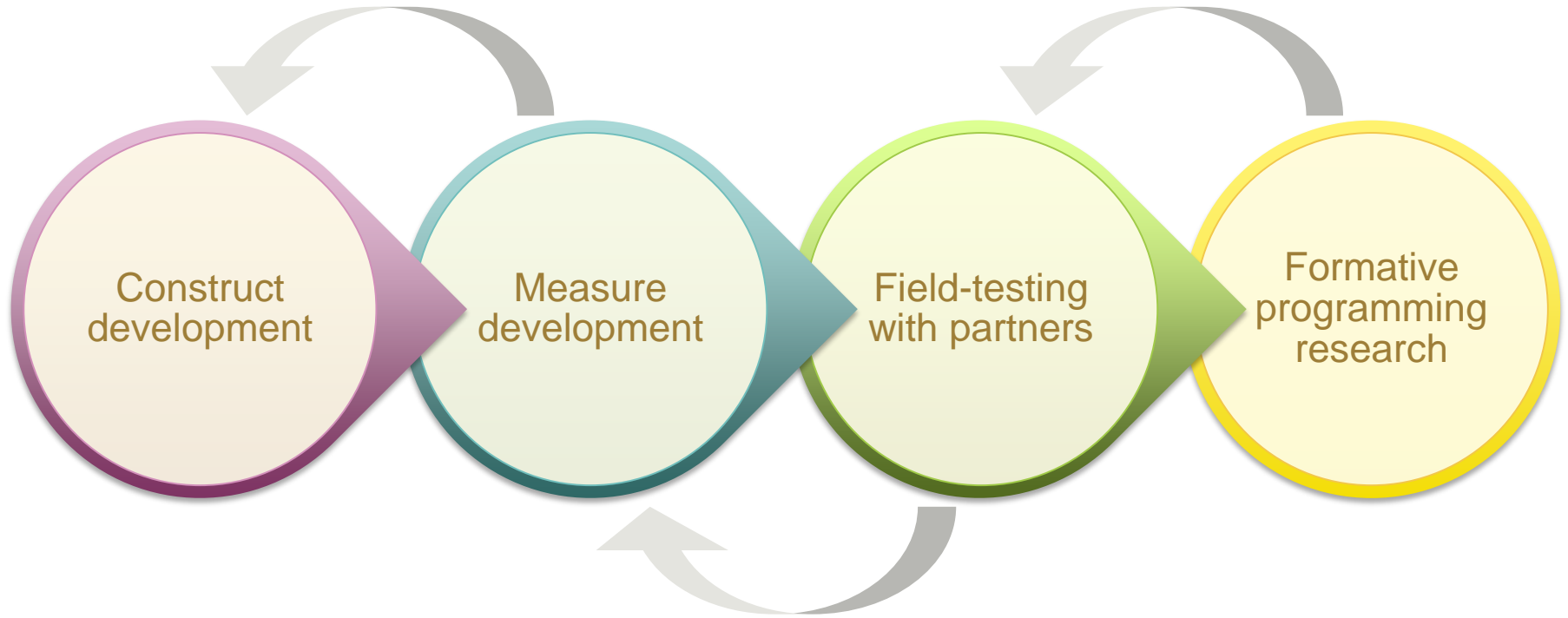
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March 5, 2018

Philadelphia, PA

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



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!





Developmentally relevant  
Research-supported  
University-supportable



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2. Purpose
3. Engagement
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How do you get home after work?

- Developed by WFU Psychology faculty Eranda Jayawickreme, PhD

- The Engine Model is a framework for wellbeing

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>



## Pathways

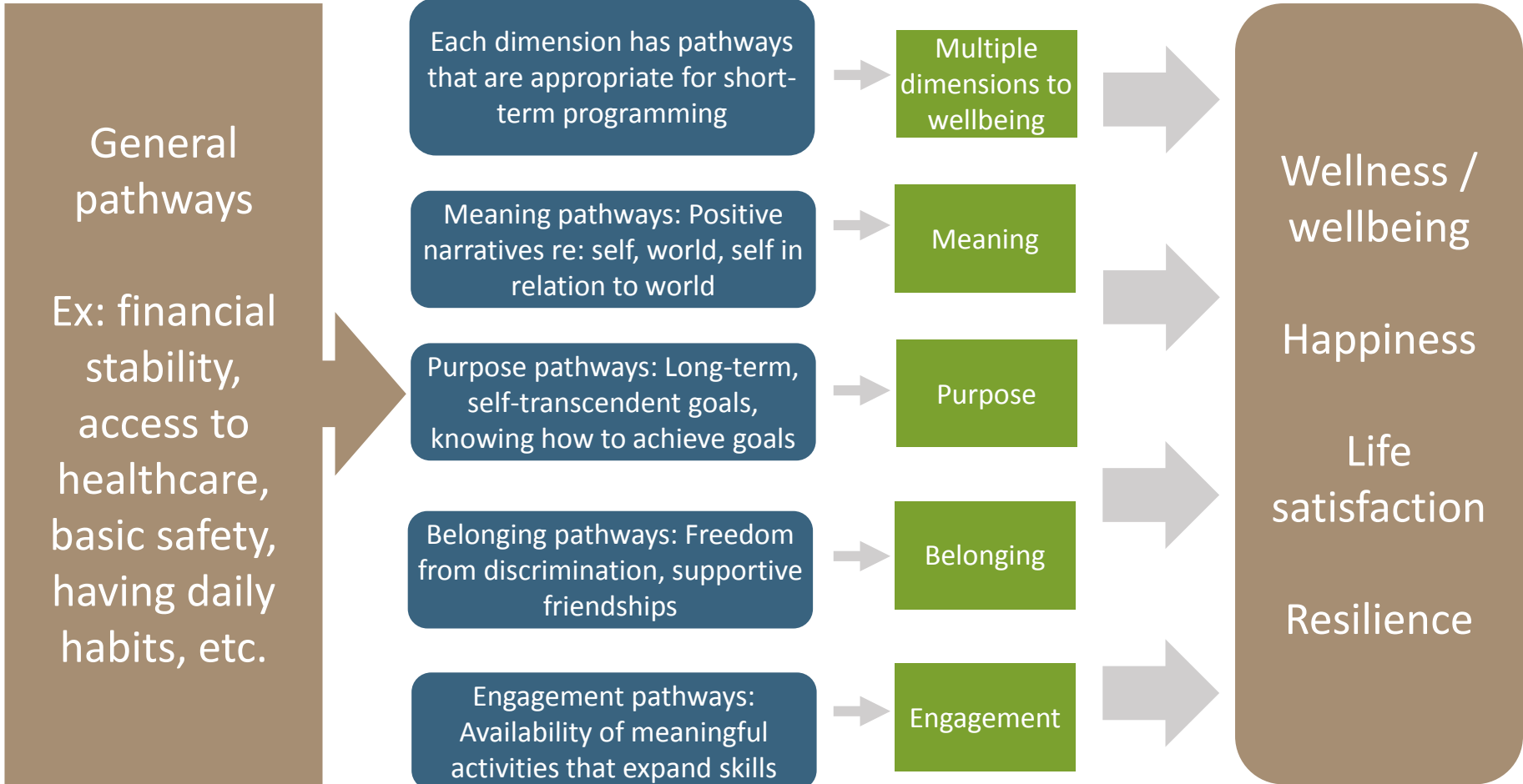
Values, beliefs, personal traits, skills, resources, knowledge bases, willingness



## 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



- 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

- 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



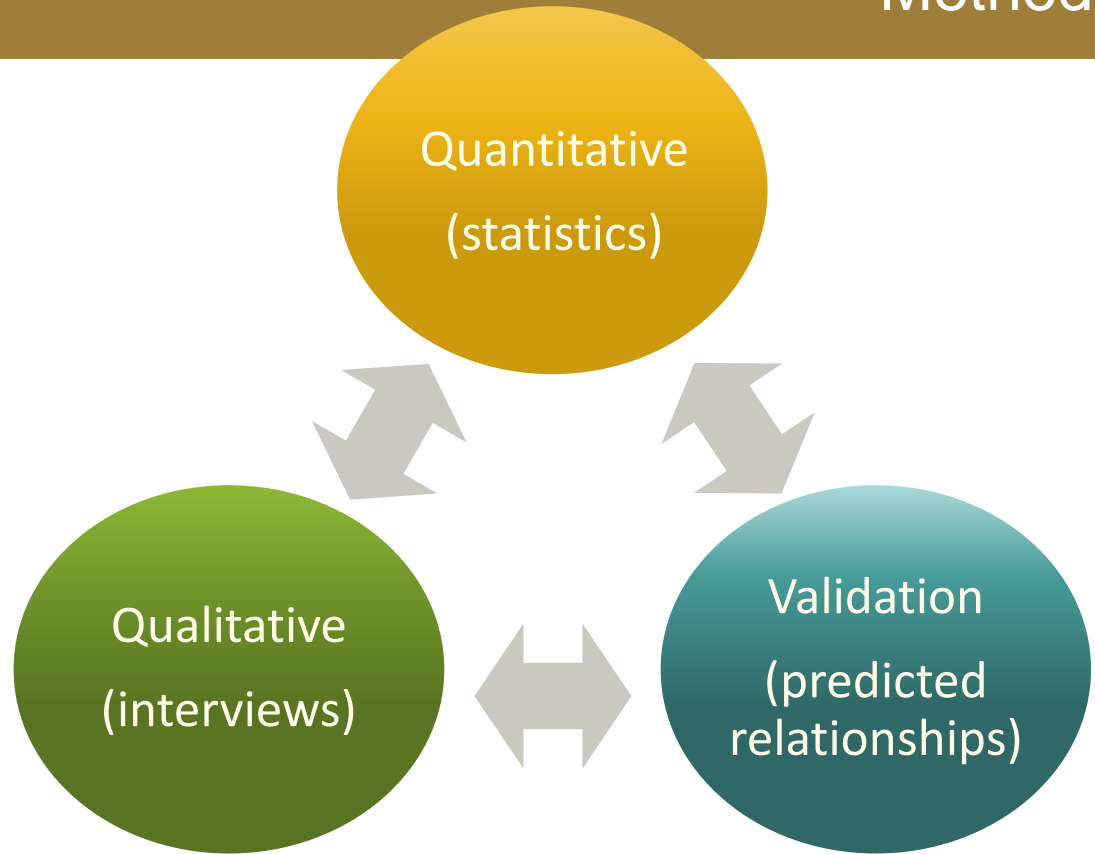


Student cognitive  
interviews

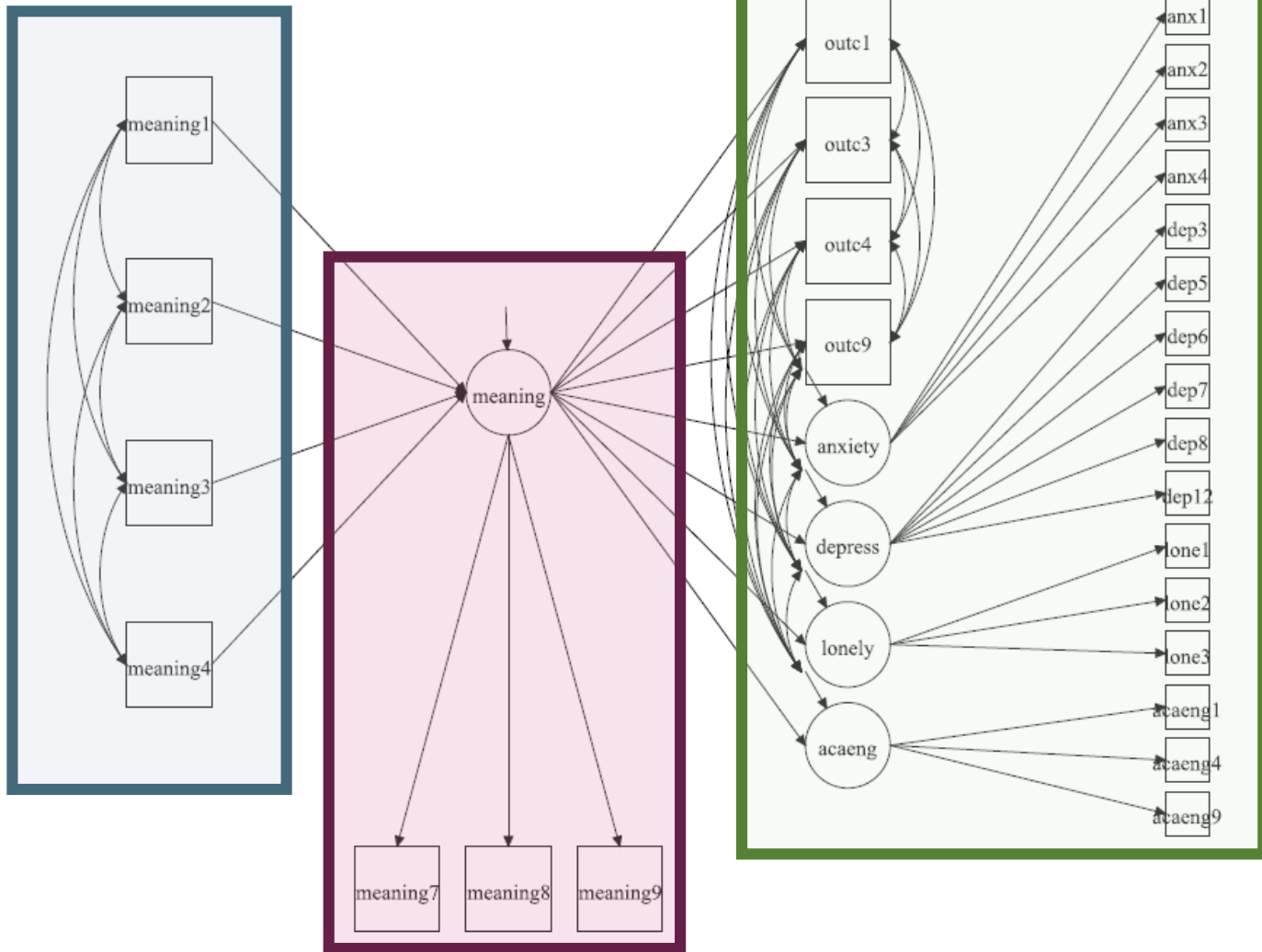
State-of-the-art  
statistical modeling

Comparisons across  
data sources

Psychometrically  
rigorous instrument



- Interviews
  - Third party: Public Agenda, RTI
  - 3 rounds; 4<sup>th</sup> planned
- Statistical methods
  - Planned missing data designs
  - Matching estimators (imputation & WLSMV, FIML)
  - Structural equation models (CFA, MIMIC, ESEM)

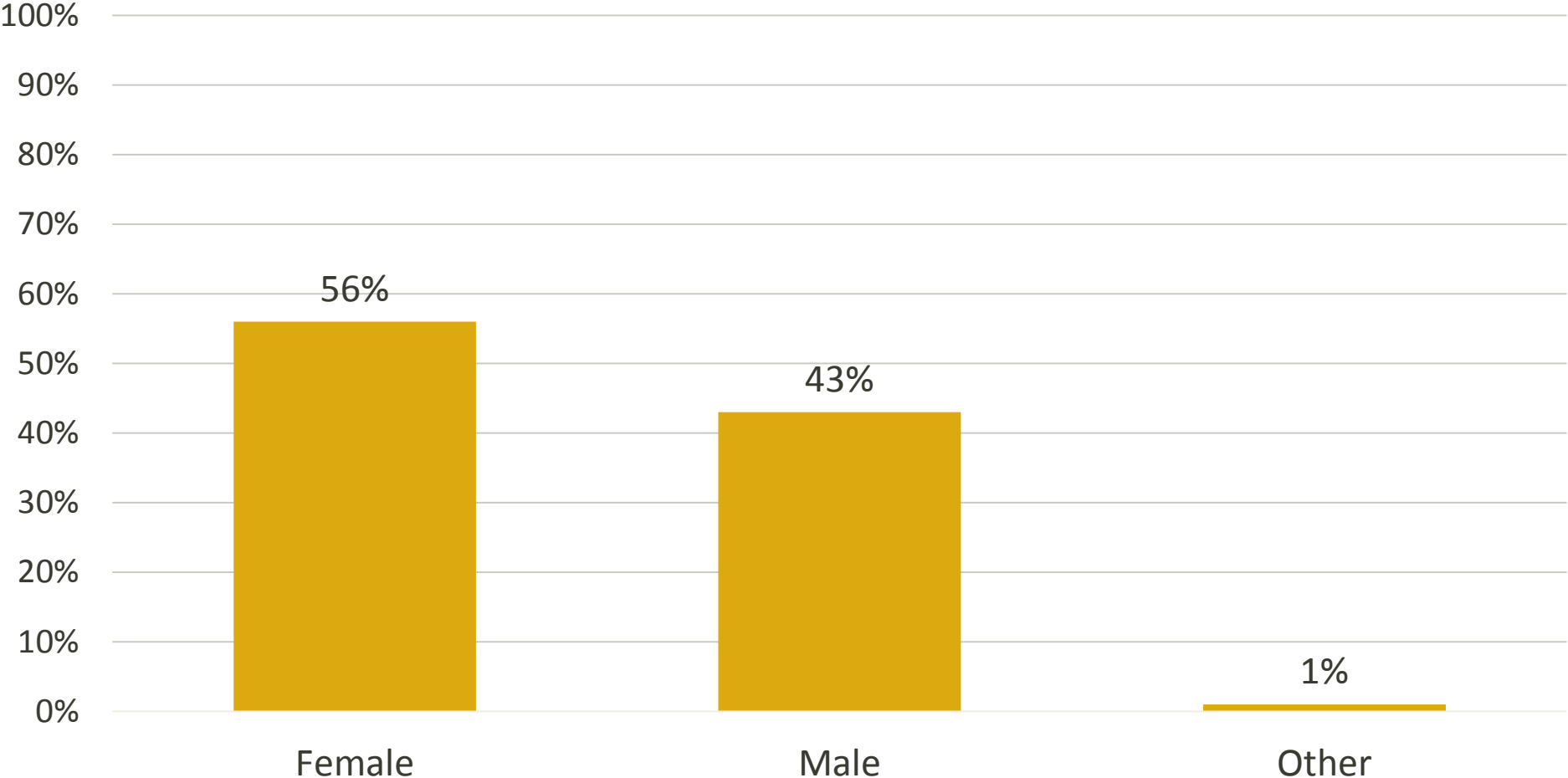


- Thriving Quotient – quick wellbeing snapshot
- Wake's Wellbeing Assessment
- NCHA – health & substance use
- Healthy Minds – mental health & services use
- CIRP – student characteristics, involvement, diversity
- NIRSA – student recreation engagement
- NSSE – student engagement

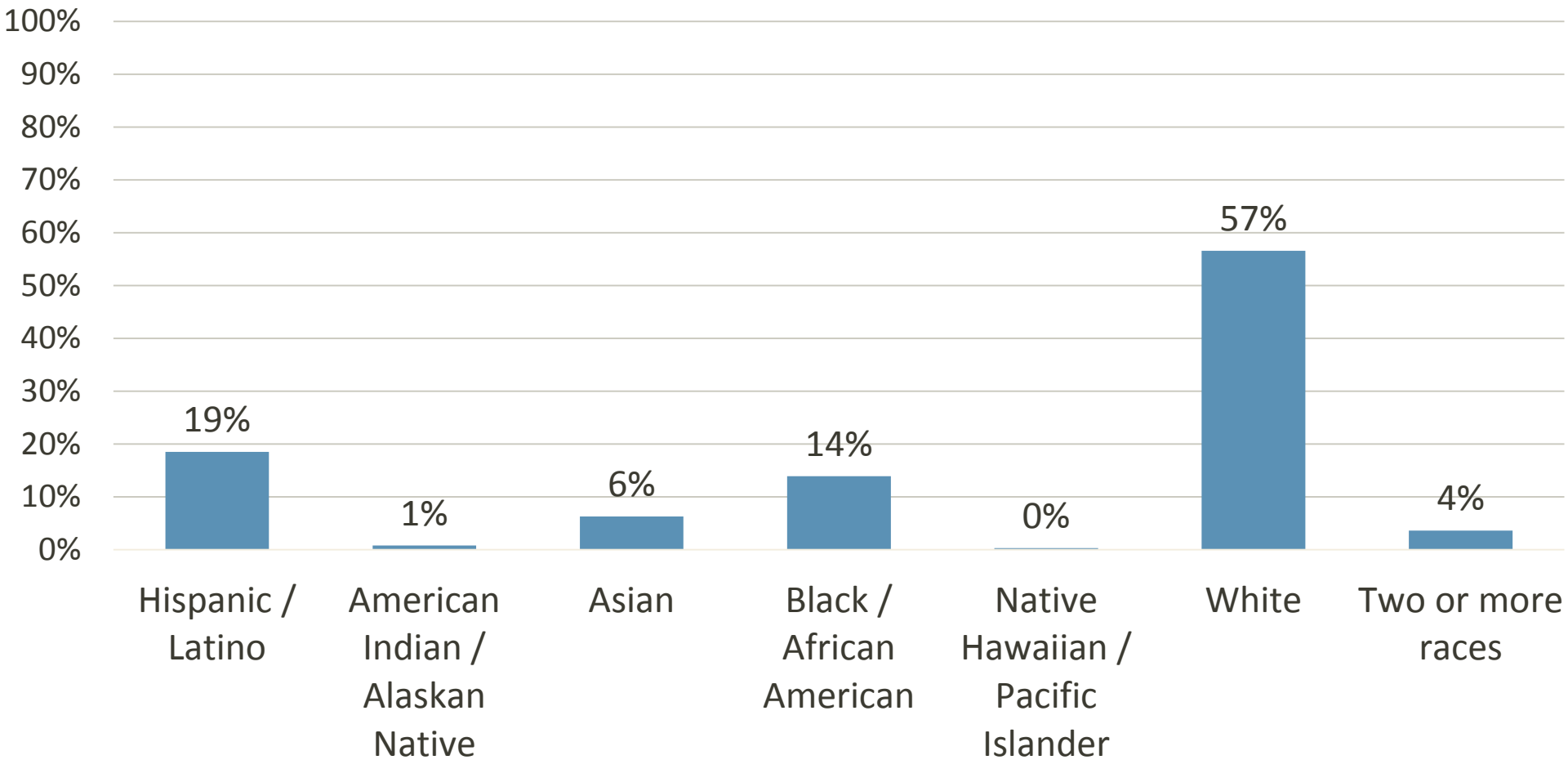
- Academic records
- Student engagement records
- Academic materials: essays, test scores
- Student media materials
- Programming efforts records
- Student program feedback
- Faculty/staff wellbeing, records, engagement, etc.

- 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

# Weighted Gender Identity

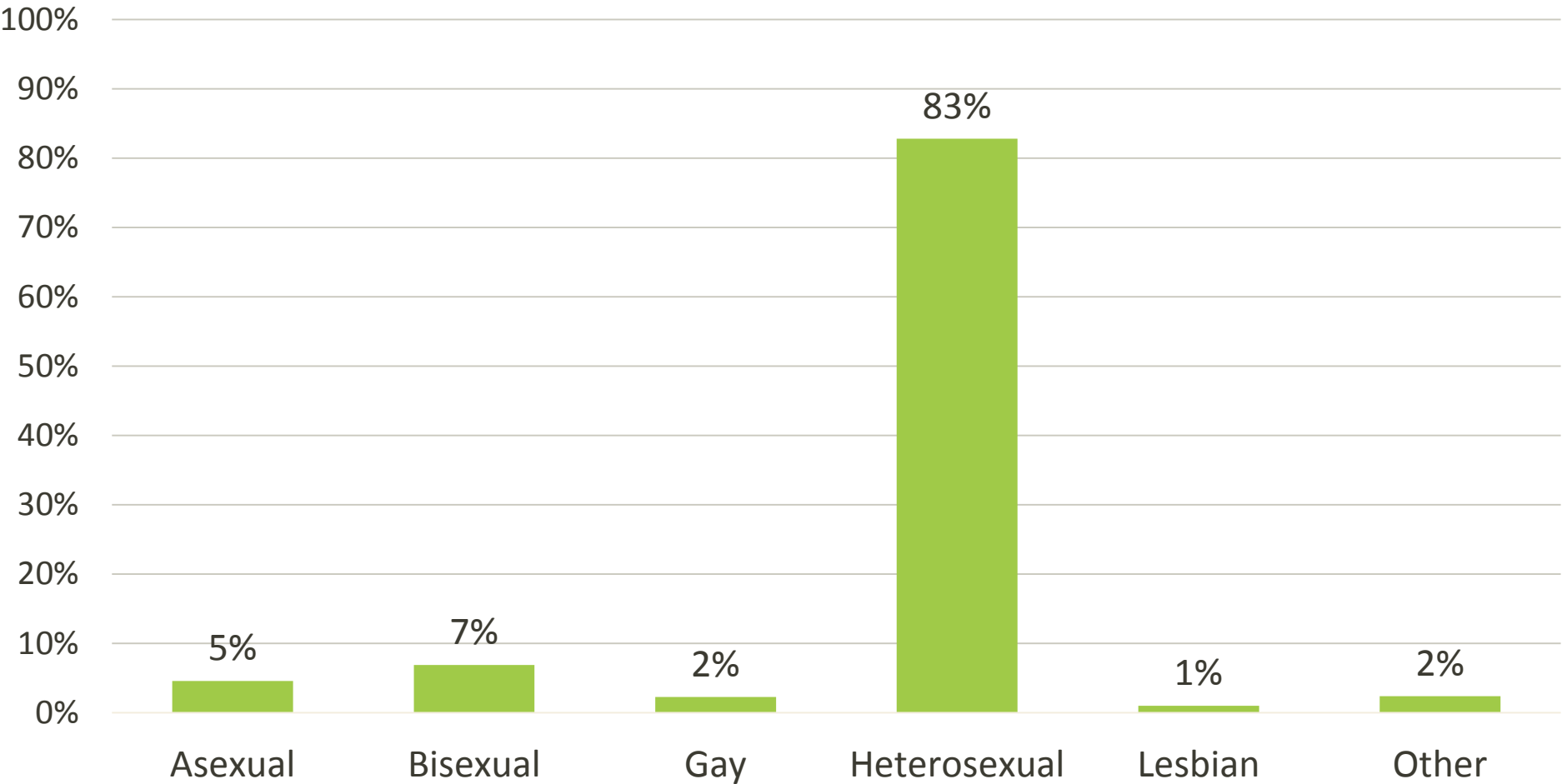


# Weighted Race/Ethnicity





# Sexual Orientation



- Items

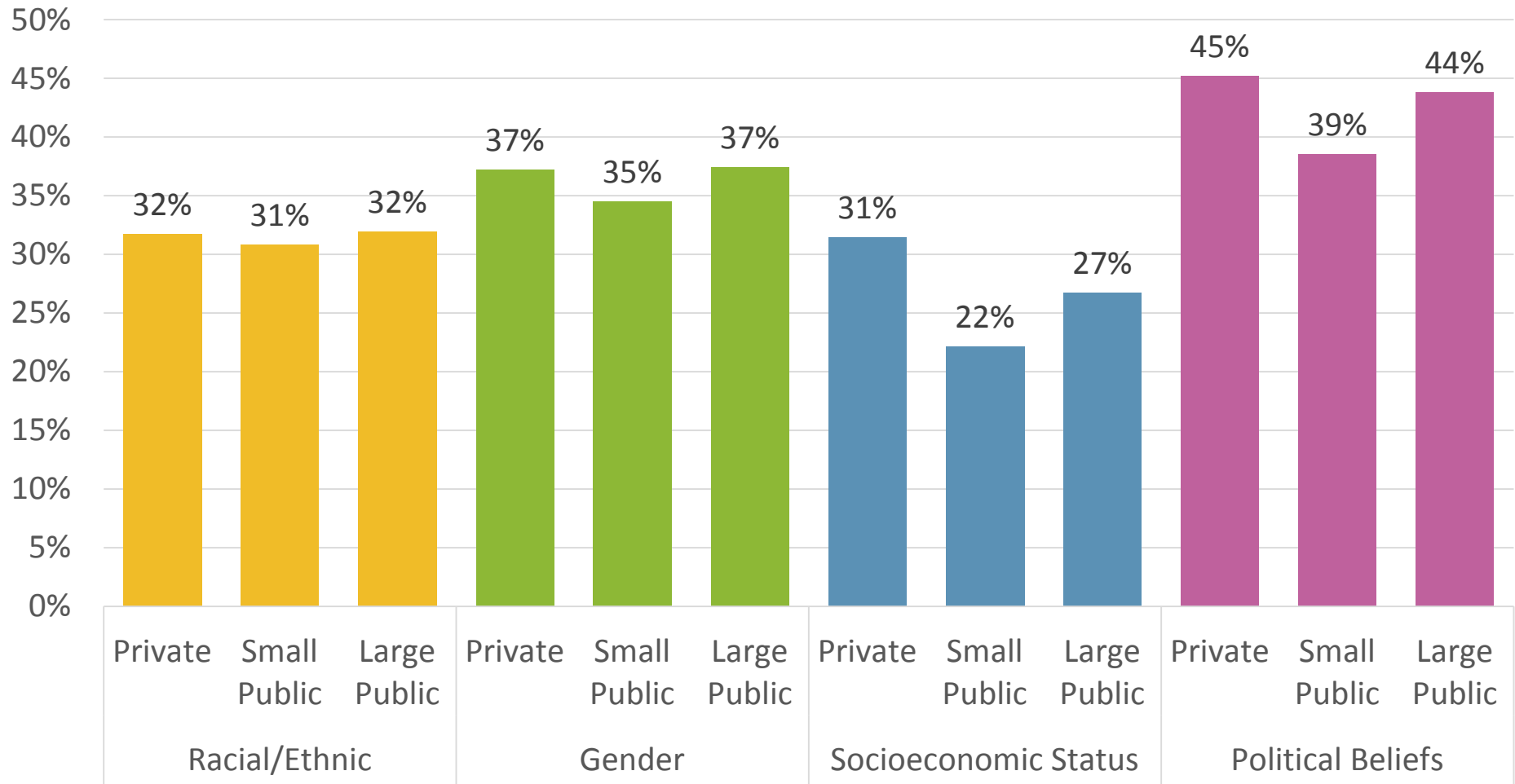
- During the past academic year, I have experienced discrimination due to my...

Very often	Often	Sometimes	Seldom	Never
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- Analysis

- Coded into binary: Never / all other options
- Plotted the “all other options”

# Rates of Discrimination Experiences

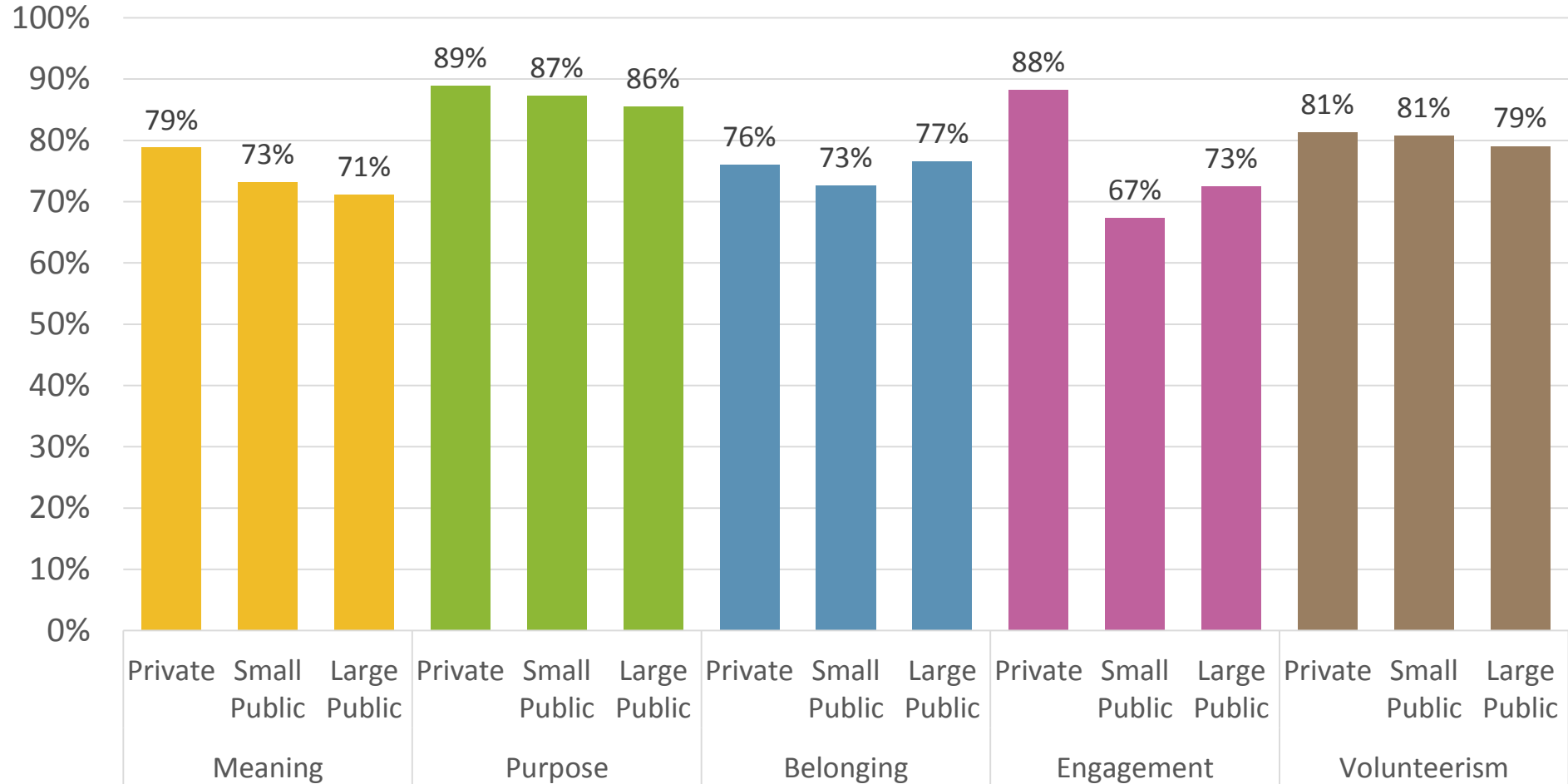


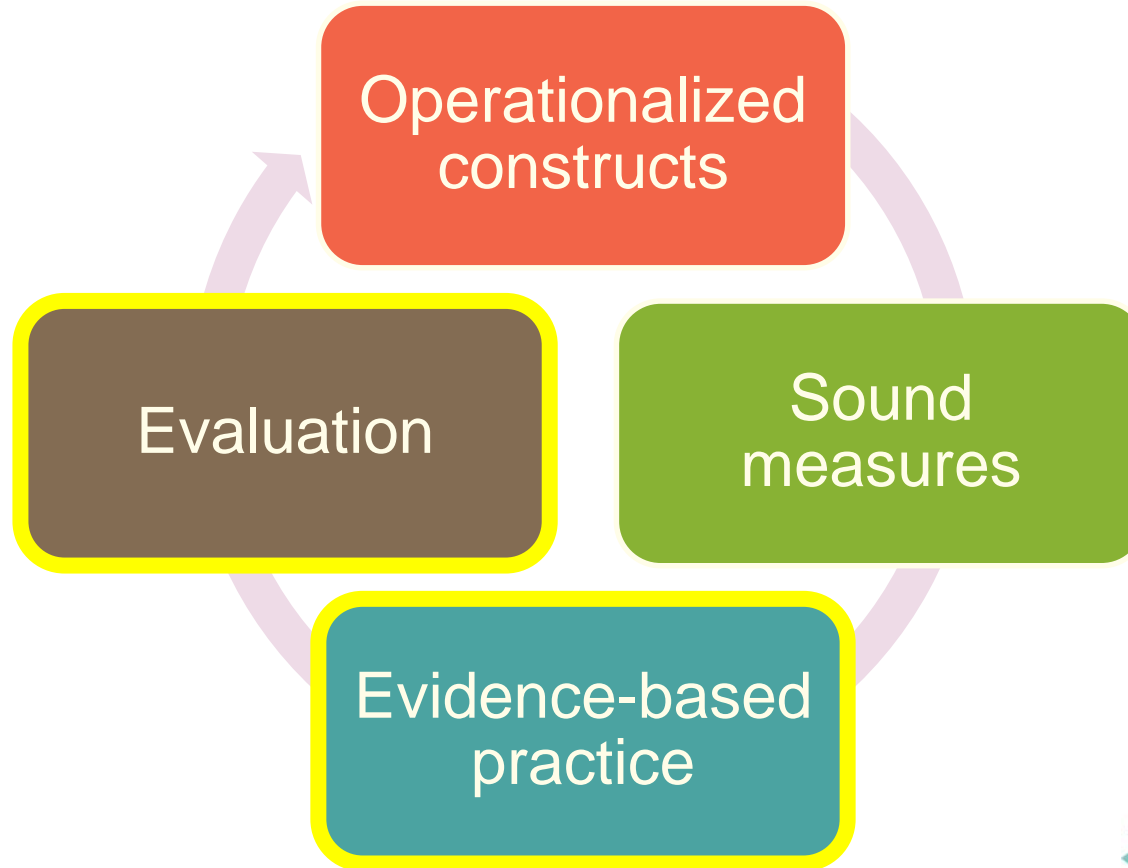
- 3 outcome items for each dimension

Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
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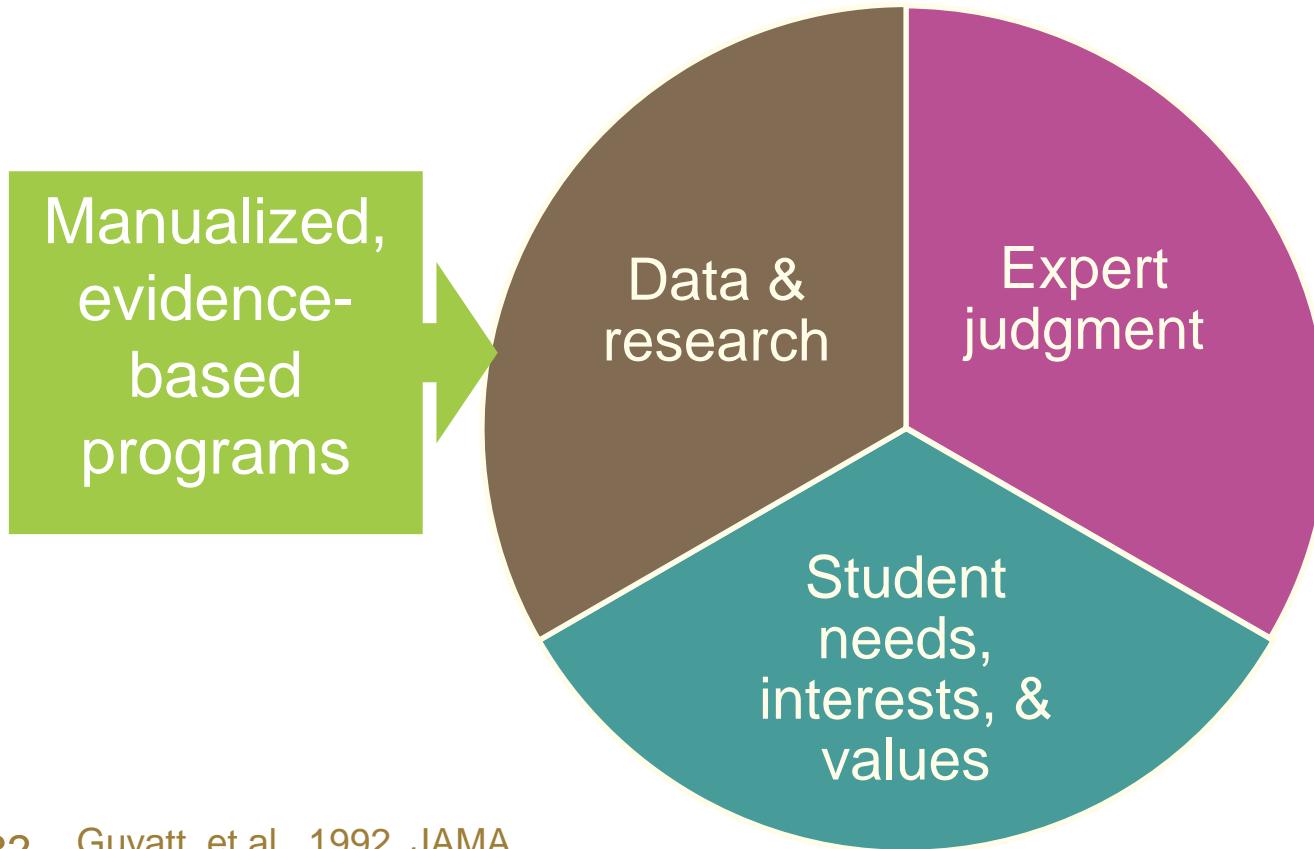
- Analysis
  - Created binary variables: Agree options / disagree options
  - Summed
  - Plotted participants with sums of 3

# Wellbeing Outcomes by Institutional Characteristics





- **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.**









The diagram illustrates a bidirectional research and dissemination process. It features three horizontal bars stacked vertically, each containing text. The top bar is purple and labeled 'Ontology, nomology, etiology'. The middle bar is brown and labeled 'Translation, dissemination, and implementation'. The bottom bar is teal and labeled 'Applied use'. A large, light gray arrow on the left points downwards, and a large, light gray arrow on the right points upwards, indicating the flow of information between these stages.

Ontology, nomology, etiology

Translation, dissemination, and implementation

Applied use

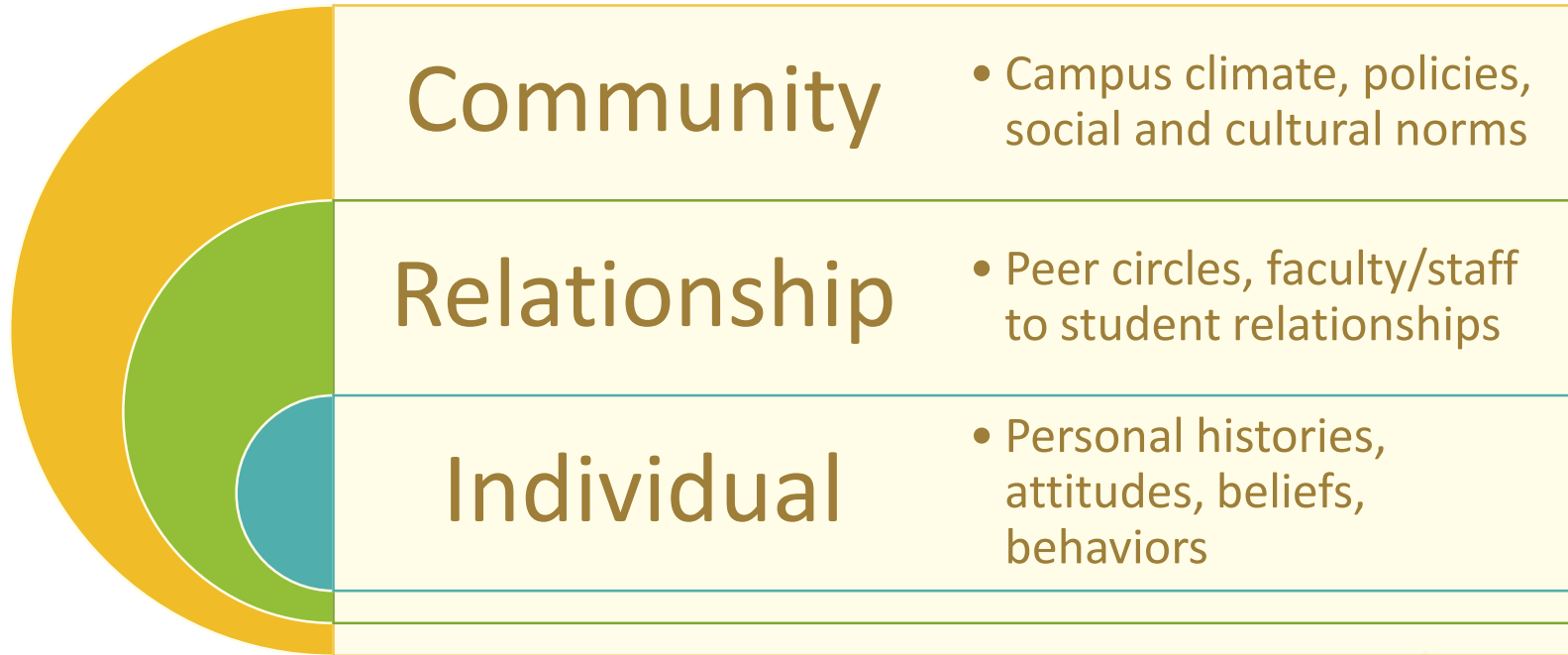
# Worksheet

- 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

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## Socio-ecological Framework

We need a both/and approach!

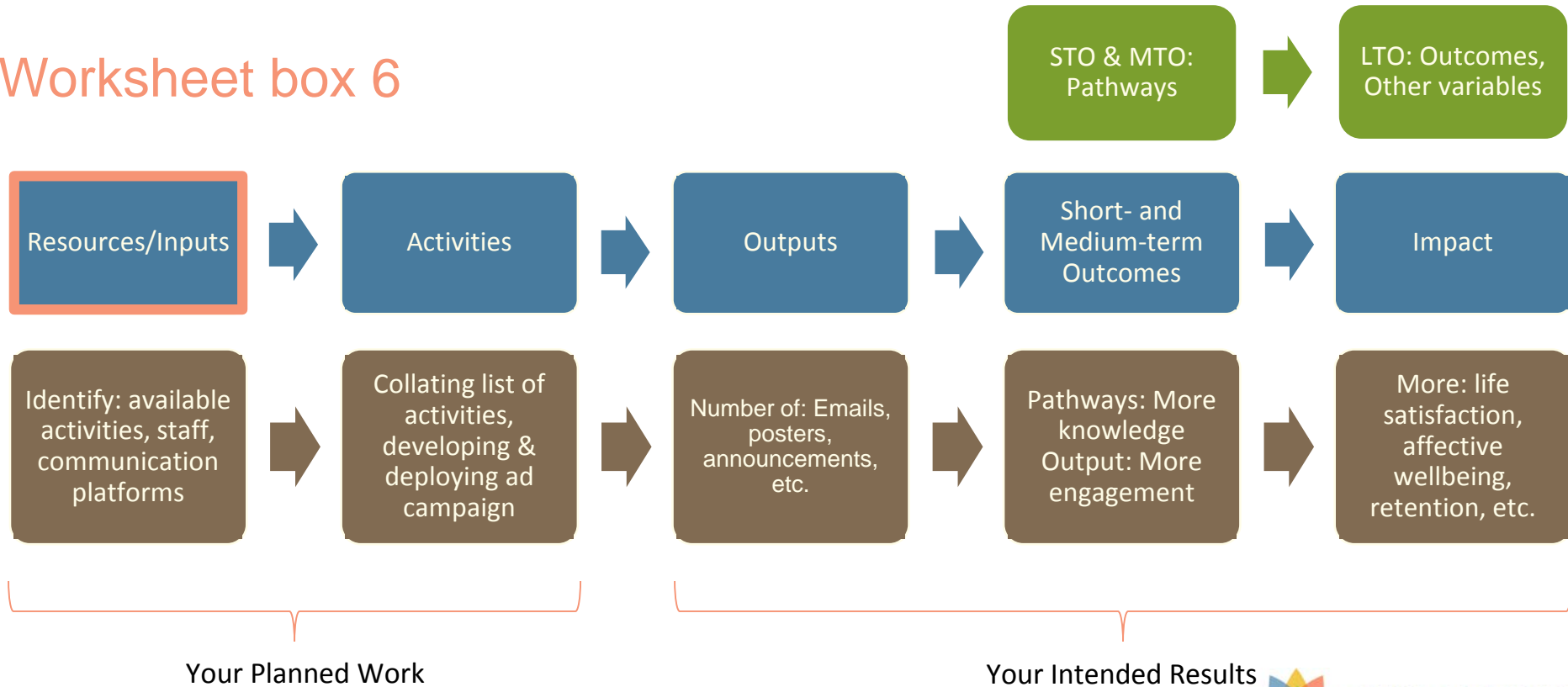


- Pathway items
  - **Courses at school**
  - **People I can talk to (family, friends, faculty, staff)**
  - **Know what I find meaningful**
  - **Know values**
- Outcome items
  - Life feels meaningful
  - Do something meaningful every day
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- Pathway 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



## Worksheet box 7

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

How can you engage them?

- 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](http://WellbeingCollaborative.wfu.edu)