



# Student Health Advocate Exit Survey

Public

**Name of Assessment** Student Health Advocate Exit Survey

**Project:**

**Name(s) of Person(s)  
Responsible for  
Assessment Project:**

Role
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**Providing** Student Health Services

**Department:**

**Other**

**Units/Departments**

**Involved in**

**Assessment Project:**

## Program, Service, or Event Related to Assessment Project

This assessment project is linked to the Student Health Advocate Program which is part of the Health Education Department of Student Health Services.

## Assessment Project Description

An exit survey was given to graduating Student Health Advocates (SHA) after completing at least 3 quarters in the Student Health Advocate program. We assessed the following Student Learning Outcomes:

As a result of participating in the Student Health Advocate program, each SHA will:

- \*Develop skills to express ideas and information effectively to students in a variety of settings.
- \*Appreciate diversity of ideas, beliefs, opinions and lived experiences of cultures other than his/her own.
- \*Increase their motivation to apply healthy living principles to his/her life.
- \*Develop a sense of belonging to the UCSD campus.

The results of this assessment were used to improve the Student Health Advocate program. The results also demonstrated the value of experiential learning gained through this student organization.

## Unit/Program Specific Goals and Learning Outcomes

As a result of participating in the Student Health Advocate (SHA) program, each SHA will:

1. describe on-campus well-being resources.
2. discuss the mission of the SHA program.

3. explain the components of a healthy lifestyle.
4. express ideas and information effectively to students in a variety of settings.
5. provide accurate information related to their health specialty.
6. develop skills to talk respectfully with students in a variety of ways (public speaking, one-on-one, small group).
7. employ ways to bring awareness of health and wellness to students
8. create a welcoming, inclusive environment during their activities.
9. gain experience and skills in teamwork and collaboration.
10. appreciate diversity of ideas, beliefs, opinions and lived experiences of cultures other than their own.
11. increase their motivation to apply healthy living principles to his/her life
12. develop a sense of belonging to the UCSD campus

**Relationship to** Think Critically and Solve Problems, Communicate Effectively,

**Student Affairs** Advance a Plan for Personal, Academic, and Professional Success,

**Learning Outcomes:** Lead in a Diverse Global Society, Engage in a Healthy Lifestyle,  
Promote Social Justice and Community Responsibility

**Assessment Project** 9/3/2012

**Start:**

**Assessment Project** 6/24/2013

**End:**

### Population/Sample

The survey was sent to 24 graduating Student Health Advocates (SHAs). Twenty-two graduating SHAs completed the survey which is indicative of a 92% response rate.

**Type of Assessment:** Student learning outcomes and/or behavioral outcomes, Satisfaction study, Benchmarking

**Other Assessment**

**Type(s):**

**Assessment Methods:** Surveys

**Other Assessment**

**Method(s):**

### Data Collection Tools

Self-assessment survey administered by Campus Labs.

 SHA Exit Survey 2013

### Data Analysis Methods

This benchmarking survey was analyzed by Campus Labs.

### Presentation of Findings

Results of this assessment was shared with the Health Education Staff. Quantitative and qualitative data will also be shared with the Health, Recreation, and Well-being cluster as well as the UC San Diego community.

## Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

### Summary of Findings

An important portion of this evaluation assessed four out of twelve Student Learning Outcomes created by the Health Education staff. The following are the results of the Student Learning Outcomes that were measured.

These particular questions asked to what extent did participating in the SHA program help with specific skills, behaviors, and attitudes. The following represent responses captured by SHAs reporting a "great deal" or "considerably" to the questions:

- 100% reported that it increased their motivation to apply healthy living principles to their own life
- 95% reported that it helped them develop skills to express ideas and information effectively to students in a variety of settings
- 82% reported that it helped them appreciate diverse ideas, beliefs, opinions, and lived experiences of cultures other than their own
- 77% reported that it helped them develop a sense of belonging to the UCSD campus

From this survey, graduating SHAs also reported that participating in the SHA program helped a "great deal" or "considerably" with the following:

- 95% reported that it helped increase their knowledge of on-campus wellness resources
- 86% reported that it helped with time management skills
- 86% reported that it helped with workshop facilitation skills
- 78% reported that it helped with conflict management skills

Additionally, we asked the graduating SHAs if there were other skills they developed as a result of participating in the SHA program. Communication skills, accountability, public speaking skills, and working as team were common themes among their responses.

We were also pleased to learn that 90% of respondents reported that they would definitely recommend being an SHA to others.

### Impact of Assessment

The findings of this assessment will first be shared with the Health Education staff. We will use the results to further improve the SHA program.

Results will also be shared with the Director of Student Health Services, and the Health, Recreation, and Well-being Cluster. Quotes and other findings will also be printed on the SHA program recruitment flyers, and shared on the SHA Facebook page, the SHA website, and the Student Health Services (SHS) webpage as well as the SHS Facebook page.

### Lessons Learned

Some lessons learned during this time are that sending out the survey during week 8 of the Spring quarter is a great timeframe as it does not compete with students' time to study for midterms or finals thus giving them more time to complete the assessment. Also, offering an online link is a viable option for students so they can take it at their discretion.

Due to our sample size, we were able to offer an incentive for completing the survey. They were asked to e-mail one of the Health Education staff once they completed the survey; this allowed us to send e-mail reminders to those individuals who had not yet completed the survey.

Communication skills, accountability, and public speaking skills were common areas reported as additional skills developed while participating in the SHA program. We will assess whether to include specific questions about these areas next year.

An additional benefit of being in the SHA program is that students develop friendships with other SHAs. Whether they share discussion about the difficulty of a class they are both in, or something interesting that happened during an outreach together, SHAs enjoy spending time together outside of their SHA duties. So, it was no surprise when asked what they would like to see improved in the SHA program, a common response was, "more opportunities for interaction among members of the SHA program". On average, there are about 65 volunteers in the SHA program. Because the students are busy, and all have different schedules, this has proven to be an on-going challenge. The Health Education Staff facilitates opportunities for social gatherings at least twice per quarter, and will continue to brainstorm with current members about ways to increase interactions among SHAs.

Overall, the results were great and confirmed what staff have observed over the years: SHAs enjoy and value the program; they gain valuable marketable life skills and increase their connection and sense of belonging to UCSD. Working with student leaders who provide peer health education is an important way to increase not only their health and wellness, but also contributes to the well-being of the campus community.

Below are some quotes from graduating SHAs that explain their favorite part of being an SHA:

- "Being able to represent the campus as a leader in student health, knowing I was making a difference in the UCSD community, and getting to know some amazing individuals."
- "Getting to know students from all walks of life and helping to empower them to stay healthy in college and beyond."
- "Participation in campus events throughout the school year that keeps me engaged with the UCSD community and also the issue/topic of the event. Great support from the SHS staff, their availability to meet and talk to. I wish I could be and SHA for another year!"

### Supplemental Information

## Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
Action	2111	Deliver Wellness clinical services are delivered in an integrated, holistic, interdisciplinary, culturally appropriate & accessible way (GF&RJ, HRWB) (N & X) (2)	07/01/2011	06/30/2015	Student Affairs

Last modified 8/16/2013 at 4:46 PM by [Maria Fish](#)  
Created 10/19/2012 at 12:05 PM by [Maria Fish](#)