

Purpose of Assessment

The Wellness card program is designed to increase students' knowledge of various aspects of their health. The card consists of 40 individual assessments and students choose nine total assessments to complete, three in person, three written, and three online. During the summer of 2016, the Wellness Card was updated and re-designed, and the purpose of this assessment was to evaluate the new version of the card.

Assessment Methodology

This assessment consisted of two parts, both administered via Campus Labs. First, at the end of the Fall quarter 2016, Peer Health Educators were asked to complete a survey assessing their experiences in administering the Wellness Card to their peers during the Fall Quarter. Second, during Winter Quarter 2017, students who participated in the Wellness Card program participated in a survey after they completed the Wellness Card.

Results

Phase 1 – Peer Health Educator survey n=10

- PHEs agreed or strongly agreed that the Wellness Card was easy to administer and that their peers learned something from the experience.
- They were less likely to perceive that their peers “enjoyed” or “understood” the card
- The most difficult assessment for PHEs to administer was the Heimlich Maneuver
- Condom proficiency and flexibility were also rated as more difficult to administer
- PHEs felt that the most enjoyable assessment for their peers was “Pour Me a Drink”, and least enjoyable was “aerobic capacity”.

Phase 2 – End User survey n=234

- End-users of the Wellness Card overwhelmingly reported that the card was easy to understand, showed them ways to improve their health, and taught them about services available at the Wellness Center.
- The vast majority also enjoyed doing the Wellness Card and learned something about their health.
- While most students felt all of the types of assessments (online, written, in-person) were worthwhile, they felt that most strongly about the in-person assessments.
- Of the in-person assessments, blood pressure was most popular, with 55% of students completing it.
- Students overwhelmingly found the in-person assessments to be enjoyable and worthwhile

Conclusion

Overall, the changes to the Wellness Card were embraced by both the Peer Health Educators who administer the card and by the card users themselves. There seemed to be a discrepancy between perceived understanding of and enjoyment of the card by the PHEs vs. the understanding and enjoyment reported by the end-users.

Implications for Practice

Changes made to the Wellness Card will be retained for future use and further evaluation. Comments and suggestions from the PHEs will be considered in future PHE training.