

LEARNING OBJECTIVES

1. Define the data collection and analysis process in college health.
2. Identify three methods by which to develop potential research questions and prioritize student health needs.
3. Discuss four ways by which data can be used effectively to promote student health.

Effective Use of Data in College Health

- **10%:** What you know about using data
- **90%:** Your ability to get organized



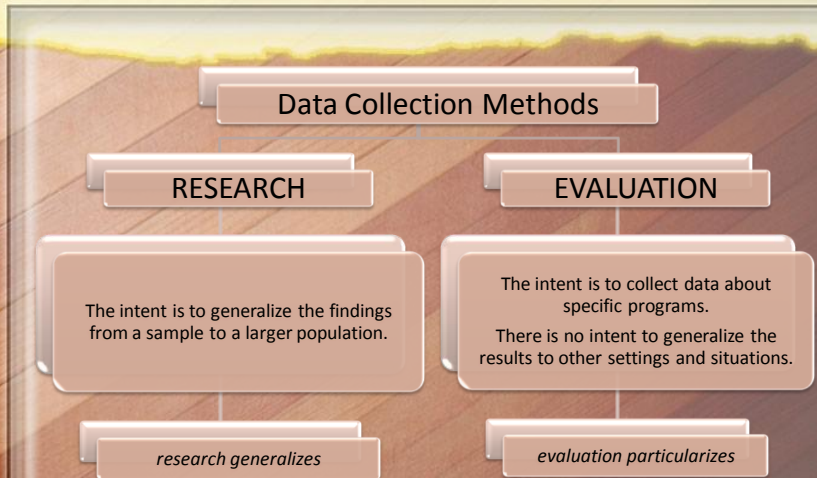
4 Simple Steps for Effective Use of Data in College Health

1. **Define** your OBJECTIVES
2. **Identify** your QUESTIONS
3. **Choose** your METHODOLOGY
4. **Develop** your DATA COLLECTION TOOL

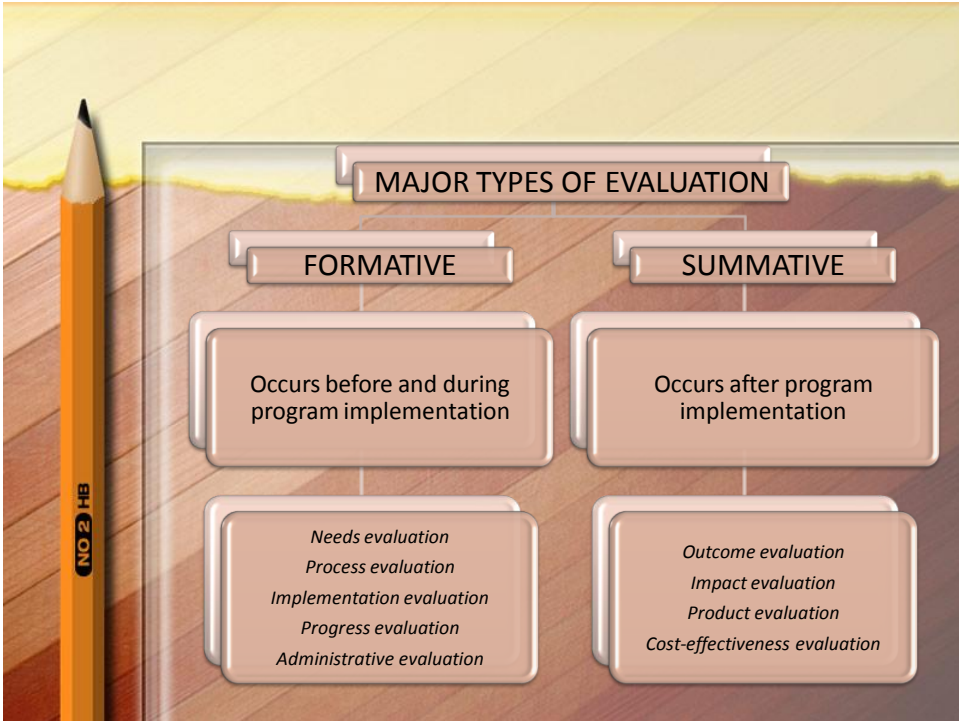
**Data
Collection
Methodologies
in Student
Health**

Methodologies

- What data collection and analysis processes are used/useful in the college health setting?
 - It depends on how you intend to use the data.
 - To some extent, it also depends on the resources available to you.



Priest, S. (2001). A program evaluation primer. *Journal of Experiential Education*, 24(1), 34-40.



Which do You do?

Do I want to gather data to:

Describe phenomenon, identify differences or test relationships?

→ **RESEARCH**

Measure if program goals and objectives are being met?

→ **EVALUATION**

Measure the adequacy and/or quality of processes or services?

→ **QUALITY MANAGEMENT**

What does “value” mean?

If you are trying to compare the value of a health fair to another potential intervention.

→ **RESEARCH**

Describe phenomenon, identify differences or test relationships

If you are measuring the outcomes of the fair based on your own standards (goals & objectives).

→ **EVALUATION**

Measure if program goals and objectives are being met

If you are trying to assess if the health fair met certain minimum standards of quality.

→ **QUALITY MANAGEMENT**

Measure the adequacy and/or quality of processes or services

Why is it important to know the differences?

Data is used to document novel ideas & approaches. Data is most useful outside of the organization.	→ RESEARCH	Describe phenomenon, identify differences or test relationships
Data used to test the effectiveness of actions. Data is used to display success inside and outside of organization	→ EVALUATION	Measure if program goals and objectives are being met
Data is used to improve internal processes. Data not generally used outside of the organization.	→ QUALITY MANAGEMENT	Measure the adequacy and/or quality of processes or services

Research Question Development

Strategies to Identify RQ's

1. Use goals & objectives as a guide
2. Brainstorming techniques
3. Develop questions based on type of data needed.

Strategies to Identify RQ's

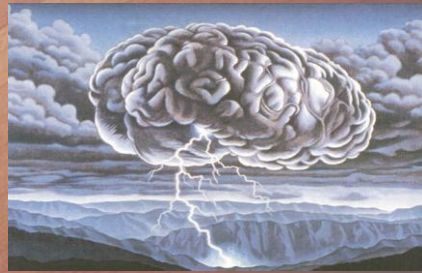
1. Use goals/objectives as a guide
 - Program G&Os
 - Health promotion program G&Os
 - Student Health Center G&Os
 - Institutional G&Os



Strategies to Identify RQ's

2. Brainstorming techniques

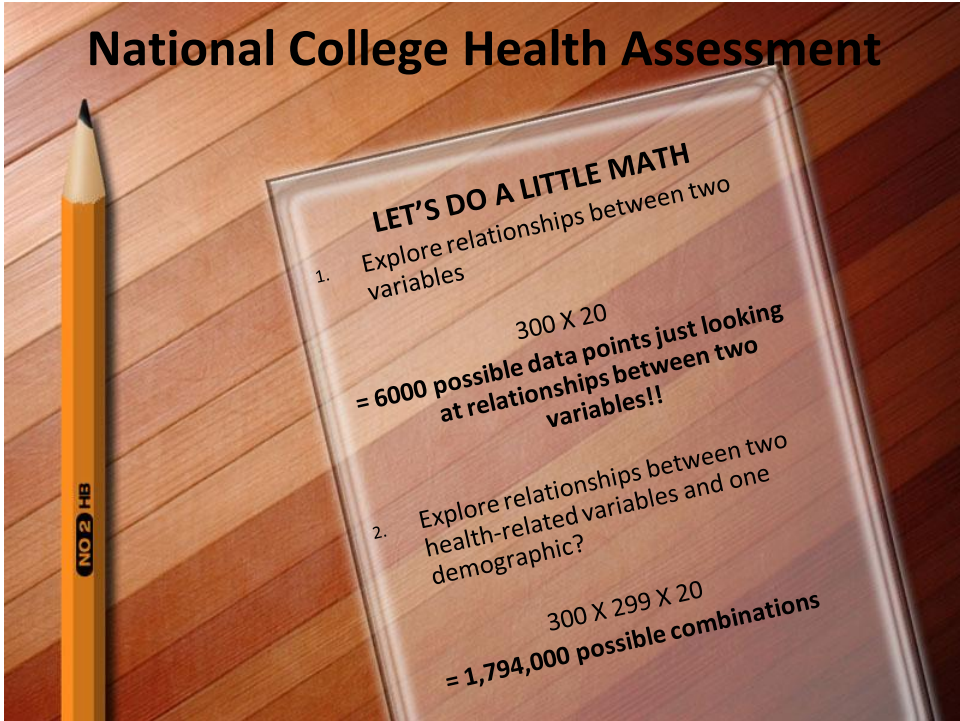
- Done in the context of a research team
- 2 major strategies:
 - Use variables from existing data sets (NCHA, CORE, NSSE...)
 - Mind mapping



National College Health Assessment

- Most comprehensive health behavior survey currently available for college students
- 65 questions
 - Over 300 individual health-related variables
 - 20 demographic variables

National College Health Assessment



What is a mind map?

- A mind map is a visual way of organizing ideas in a web-like structure.



Why mind map?

- Use right brain (visual, intuitive) as well as left brain (logical, linear)
- Make new connections between ideas
- Benefits:
 - Visual & hierarchical
 - Easy to connect “distant ideas”
 - Provides an outline
 - Easy to rearrange ideas
 - Fast and easy to create

Mindmap Parts

What constitutes a Mind map?

- Center word and image
- Branches
- Sub-branches – less important info
- Single keywords
- Images and color



Strategies to Identify RQ's

3. Develop RQ's based on type
 - KAB Questions
 - DDR Questions



KAB Questions

KNOWLEDGE	ATTITUDE	BEHAVIOR
What do they <u>know</u> ?	What do they <u>feel</u> ? What do they <u>think</u> ?	What do they <u>do</u> ?
Correct answer	Opinions	Actions

DDR Questions

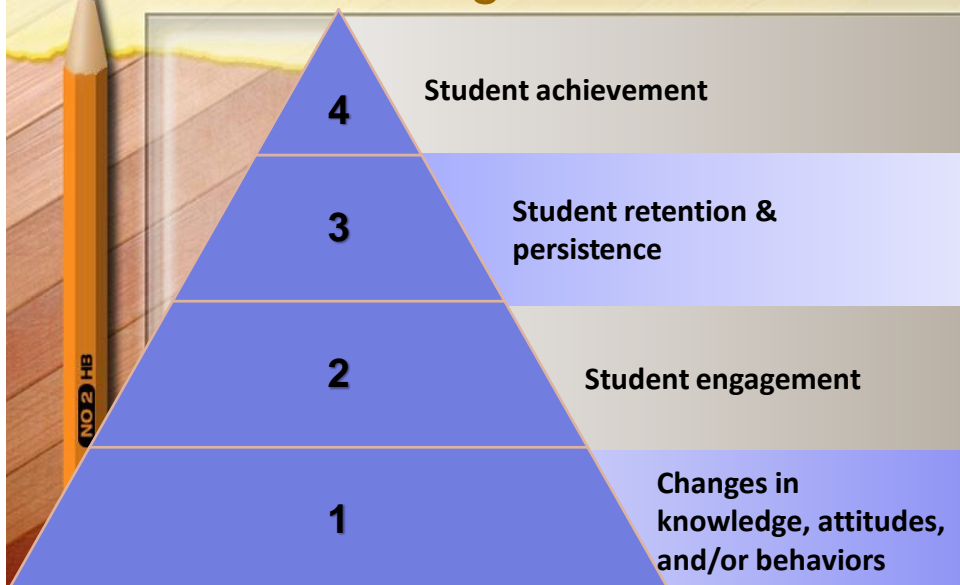
DESCRIPTIVE	DIFFERENCE	RELATIONSHIP
Seek to simply describe characteristics of a particular group.	Seek to make comparisons between or within groups.	Seek to identify associations between 2 or more variables.
Describe: "what is"	Ask: "Is there a difference?"	Ask: "Is there a relationship?"

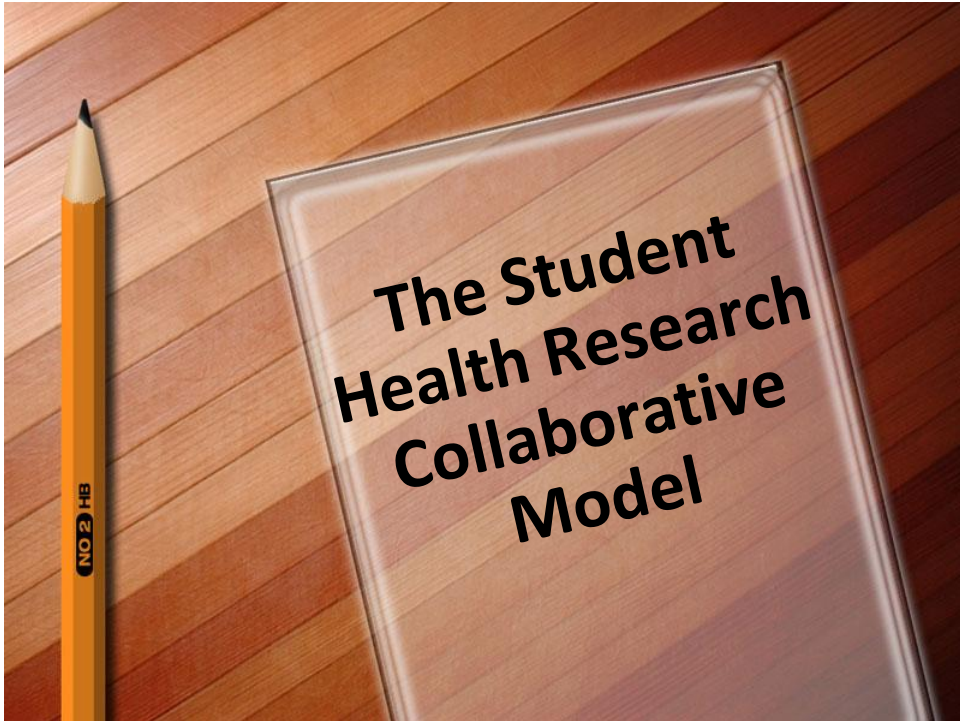
**Strategies for
Effective Use of
Data in Student
Health Settings**

Why collect data in student health settings?

- To demonstrate that our services are needed.
 - To document that we are productive and hard working.
- While these may be true, they are:
- Non-specific
 - Non-strategic

Why collect data in student health settings? → Be specific & strategic





The Model

- A Research Collaborative (RC) is:
 - A campus-based team that works together on data collection & analysis projects.
 - Each member brings a unique perspective to the group based on research:
 - Interests
 - Experience
 - Skills


The Model

- The ideal RC creates a win/win scenario for each member.
 - For example:
 - Health educators receive assistance in analyzing data.
 - Faculty are provided the opportunity to extend their scholarship.
 - Student affairs staff generate essential information for informing campus programs and policies.
 - Etc...

Building a Research Collaborative

- Target individual faculty members:
 - Written invitations
 - Visit office hours
 - Do your homework
 - Read their research
 - Create a tailored fact sheet
- Target departments
 - Meet with the chair
 - Ask for 5 minutes at a departmental meeting
- Contact the OSP or Grants Office
 - Meet with the director
 - Review recent grant applicants
- New Faculty
 - Conduct a brief presentation at new faculty orientation.
 - Hold an open house.

Sustaining a Research Collaborative

- 
- Be a diligent manager
 - Take lead
 - Schedule regular working meetings.
 - Make the meeting time count.
 - Have a “senior” member.
 - Recognize the competing demands of faculty
 - Recognize their desire/need for publishing, especially for new/untured faculty.
 - Capitalize on their field of expertise.
 - Offer access to data sets.