

2018-2019 Assessment Final Report

Department: CAPS

Mental Health Peer Educator (MHPE) Listening Hours Assessment

Introduction

Assessment Project Description

The CAPS MHPE listening hours service provides KU students with access to peer paraprofessionals for information, problem-solving, support, and referral to appropriate on-campus or community services/resources. The purpose of this project was to assess the usage, impact, and effectiveness of the MHPE listening hours on student learning and development, particularly as they apply to our Learning Outcomes. The results of this assessment will be used to examine usage, modify and inform practices and training of the MHPE group, and inform CAPS programming/outreach content for KU students.

Service/Program Student Learning Outcome(s)

Students participating in CAPS MHPE listening hours service will be able to...

- Identify one or more strategies to solve or cope with problems. (Departmental Outcomes #1 & #2)
- Apply identified strategies in addressing and resolving academic concerns or difficulties. (Departmental Outcome #1)
- Identify other helpful campus and/or community resources. (Departmental Outcome #1)

Population/Sample:

KU students who use the listening hours service provided by the CAPS MHPEs at various locations and hours on campus.

Assessment Method(s):

Link to Campus Labs survey emailed to students who have used the MHPE listening hours service. Link to survey will be unique for each student.

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Summary of Key Findings/Results

Thirteen surveys were sent via email to students and five completed responses were received for a response rate of 38%.

Key findings from the project include:

- 60% of responding students agreed or strongly agreed that they were better able to identify one or more strategies to solve or cope with problems.
- 40% of responding students agreed that they were able to apply strategies to address or resolve academic concerns or difficulties.
- 100% of responding students agreed or strongly agreed that they were able to identify other helpful campus and/or community resources.
- 100% of responding students indicated having learned of the service through one of the many avenues we use for advertising and promoting the service.

The key takeaways from this project are that students are becoming aware of the service, can identify additional helpful resources, and come away from their contacts with the MHPEs being better able to identify at least one strategy to help them with their problems. We also have information that can help us focus on additional content that may be helpful for the MHPEs to address during their contacts with students, namely assisting with application of strategies related to Learning Outcome #1. The assessment project answered the questions we asked.

Conclusions

Impact of Assessment

Beginning with the 2018-2019 academic year, results will be used to reinforce our current content and processes for training MHPEs for their work with students who request a drop-in contact. Additionally, content in the MHPE training related to assisting students with application of strategies to address their academic concerns can be further developed, and even expanded to personal concerns. The marketing and advertising of the drop-in service appears to be reaching students, and we will continue those efforts, adding additional avenues as needed.



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Lessons Learned

The project proceeded smoothly without any challenges and addressed our questions. We experienced the typical challenge of response rates to surveys. One additional modification we may implement with respect to the assessment process is asking the student to complete the survey immediately after the drop-in session rather than sending the link via email. It will be important to conduct this assessment in the future to assess the impact of changes in MHPE training noted above.