Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

Using CCWS Data to Inform Institutional Practices: Perspectives from Three Participating Institutions & Technical Overview

Guy Faulkner, CCWS

Lina Di Genova, McGill

Meaghan Blake, John Abbott College

Sandra Gibson, University of Waterloo

Dhruvi Nishar, CCWS
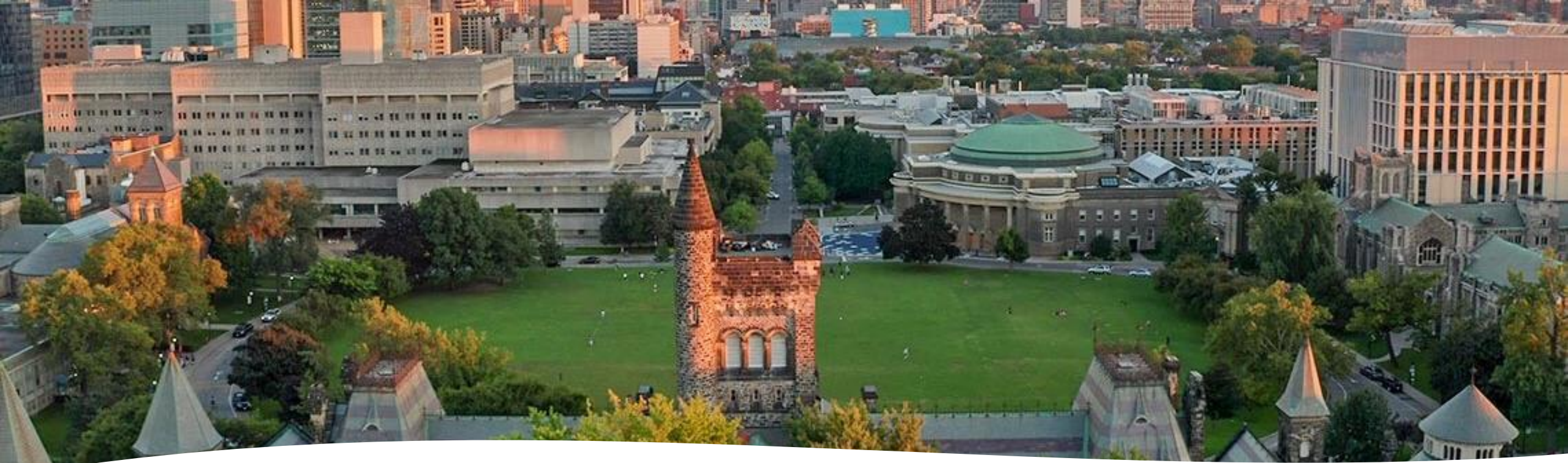
Best Practices IN CANADIAN HIGHER ED.
Making a positive impact on student mental health.

UBC THE UNIVERSITY OF BRITISH COLUMBIA

THE ROSSY FOUNDATION LA FONDATION ROSSY

This session will be recorded. Please change your name on zoom and/or turn off your camera if you would like to maintain your privacy.

Land Acknowledgement

I would like to acknowledge the land on which The University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and I am grateful to have the opportunity to work on this land.
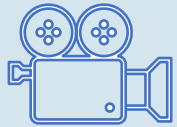
Best Practices
IN CANADIAN HIGHER ED.
Making a positive impact on student mental health.

UNIVERSITY OF TORONTO

McGill

UBC

Queen's UNIVERSITY

Webinar Guidelines

Webinar will be recorded and shared with registrants

Facilitated Discussion and Q & A

Part 2 will begin at 2:00pm EST following a short break

The CCWS Vision

A comprehensive and coordinated evaluation system for Canadian post-secondary student mental and physical health and wellbeing

The CCWS will integrate public health policy, practice, evaluation, surveillance and research

National implementation (*students, **employees***)

English and French

CCWS BECC

Dual Purpose Survey

1. **Quality Assurance**
   - To guide PSIs to assess prevalence and correlates of mental health and physical health behaviours
   - Participating institutions included in anonymized dataset
   - Sharing 'best practice'

2. **Research Dataset**
   - Academic research access (fee-for-service)
   - MHCC, PHAC interest and alignment
   - Governance by a Data Access Committee

Conceptual Model of the CCWS

Feedback to support knowledge translation and exchange

1. Additional deliverables

Access to an executive summary and guidance on what institutions can do after receiving data.

2. Post-deployment support

Provide tutorial, webinars, and/or seminars on how to use deliverables

Contact Information

Contact us at survey@ccws-becc.ca

Website: ccws-becc.ca

Canadian Campus Well-Being Survey: McGill University

Lina Di Genova, PhD
Assessment & Evaluation

July 16, 2024

Population-Based Surveys & Advantages of the CCWS

- **Why we participate**
  - Data over time
  - Peer comparisons
  - Data-informed insights

- **What is the impact**
  - Informing programming & service offerings
  - Local/regional trends

- **Advantages of the CCWS:**
  - Cost effective way to gauge student wellbeing
  - Reliable and valid measure
  - National comparison group
  - Local benchmarking with regular participation
  - Link to National Standard on Postsecondary Mental Health
  - Interactive dashboard

Canadian Campus Wellbeing Survey (CCWS) Winter 2023 at McGill University

- The survey was launched in January 2023

- An invitation and three reminder messages were sent out to non-responders

- 10, 589 students were randomly selected to participate
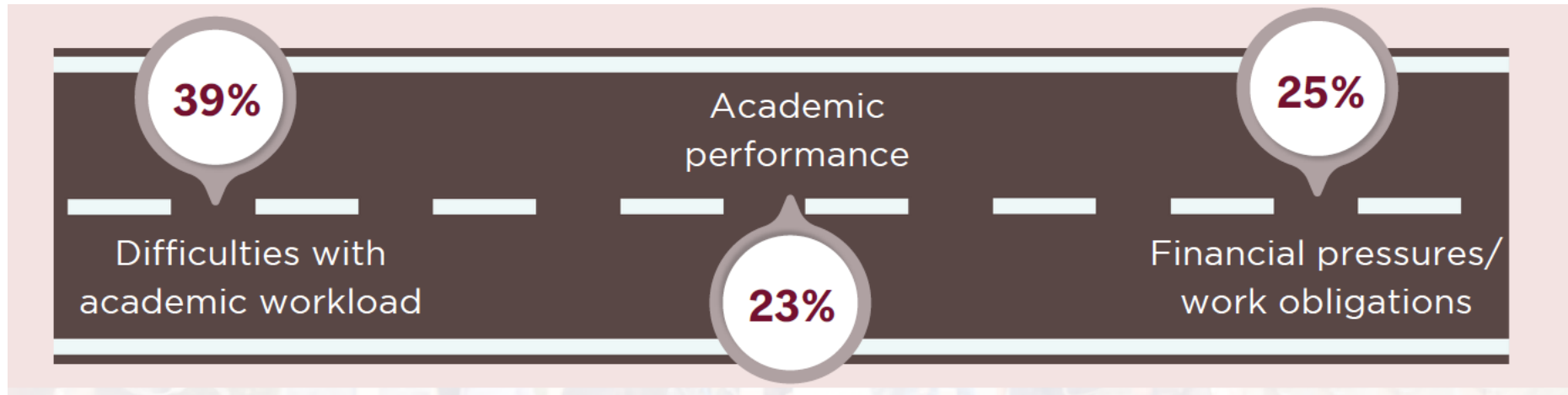
- Response rate = 11%

Knowledge Mobilization Examples

- Collecting the data is only the beginning

- Over time, reports have been less effective

- Presentations still have some traction

- Infographics – example of how to reach different audiences

Knowledge Mobilization Examples
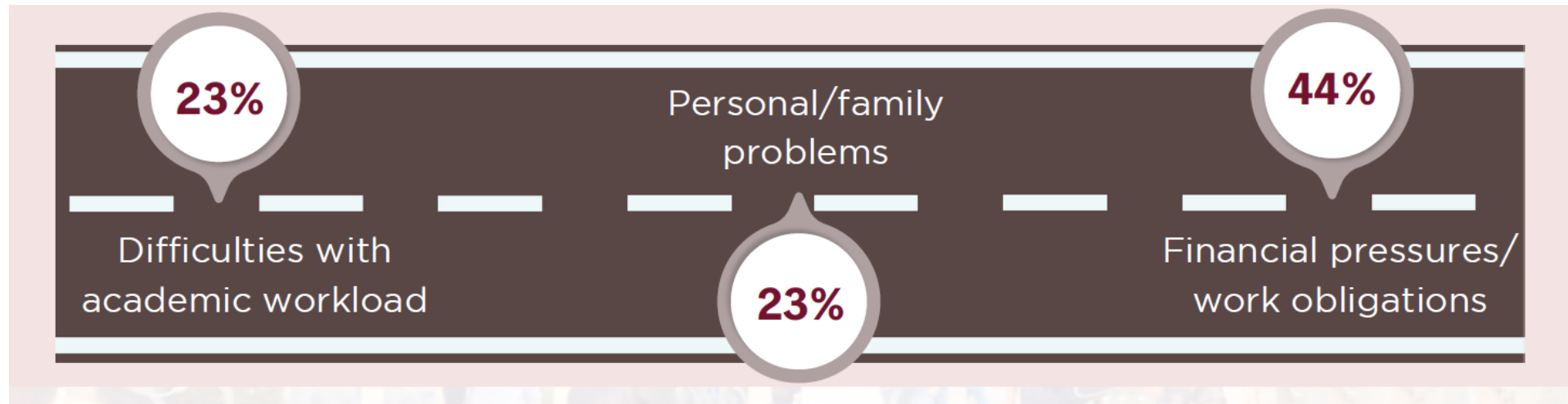

OBSTACLES TO ACADEMIC PROGRESS

Undergraduate Results

39% Difficulties with academic workload

Academic performance **23%**

25% Financial pressures/ work obligations

Knowledge Mobilization Examples

Knowledge Mobilization Examples

Undergraduate Results

AWARENESS OF RESOURCES

63% are **aware of mental health outreach efforts**[10]

6 out of 10 know where to access **campus-based resources** if they need to seek professional help **for mental or physical health**[11]

Graduate Results

AWARENESS OF RESOURCES

57% are **aware of mental health outreach efforts**[10]

7 out of 10 know where to access **campus-based resources** if they need to seek professional help **for mental or physical health**[11]

CCWS Data on Food Security Inspired Operational Change

All You Care To Eat Mandatory Meal Plan

McGill.CA / FOOD AND DINING SERVICES / Meal plans

All you Care to Eat Mandatory Meal Plan!

Welcome to the worry-free meal plan.

Unlimited dine-in meals

Flexible and convenient

Never run out of funds

The Mandatory Meal Plan applies to **all students in undergraduate traditional dorm, and modern dorm style residences downtown** and it is assigned in conjunction with the building assignment.

Not on the Mandatory Meal Plan?

Everyone is welcome at our All You Care to Eat dining halls. Simply pay the entry fee and enjoy as much as you care to eat of our home cooked, freshly prepared meals.

Entrance Price per Meal Period	
Breakfast	$9.95 + tx
Lunch	$12.95 + tx
Dinner	$14.95 + tx

https://www.mcgill.ca/foodservices/mealplans

CCWS at John Abbott College

Practical Applications toward Strategic Planning and Standard Alignment

Meaghan Blake, c.o. Psychotherapist
Chairperson, Counselling

Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

JOHN ABBOTT
CEGEP/COLLEGE

Land acknowledgment

John Abbott College is situated on unceded Indigenous lands of the traditional territory of both the Kanien'kehá:ka, "Mohawk," and the Anishinabeg "Algonquin," peoples.

Timeline of CCWS at JAC

- Winter 2022 (baseline) and Winter 2024 (post-covid comparison)

- Winter 2022:
    - All students surveyed (census)
    - Overall response rate: 30.9%

- Winter 2024:
    - Student <u>and</u> Employee versions (census)
    - Overall student response rate: 19.8%
    - Overall employee response rate: 51.7%

Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

JOHN ABBOTT CEGEP/COLLEGE

Why launch the CCWS at JAC...?

Alignment with the National Standard for Mental Health and Well-Being (and later on the PASME): gap/SWOT analysis.

To compliment student focus groups, Counselling data, departmental consultations, etc.

Conversations deepened around:

1. The needs of equity-deserving students.

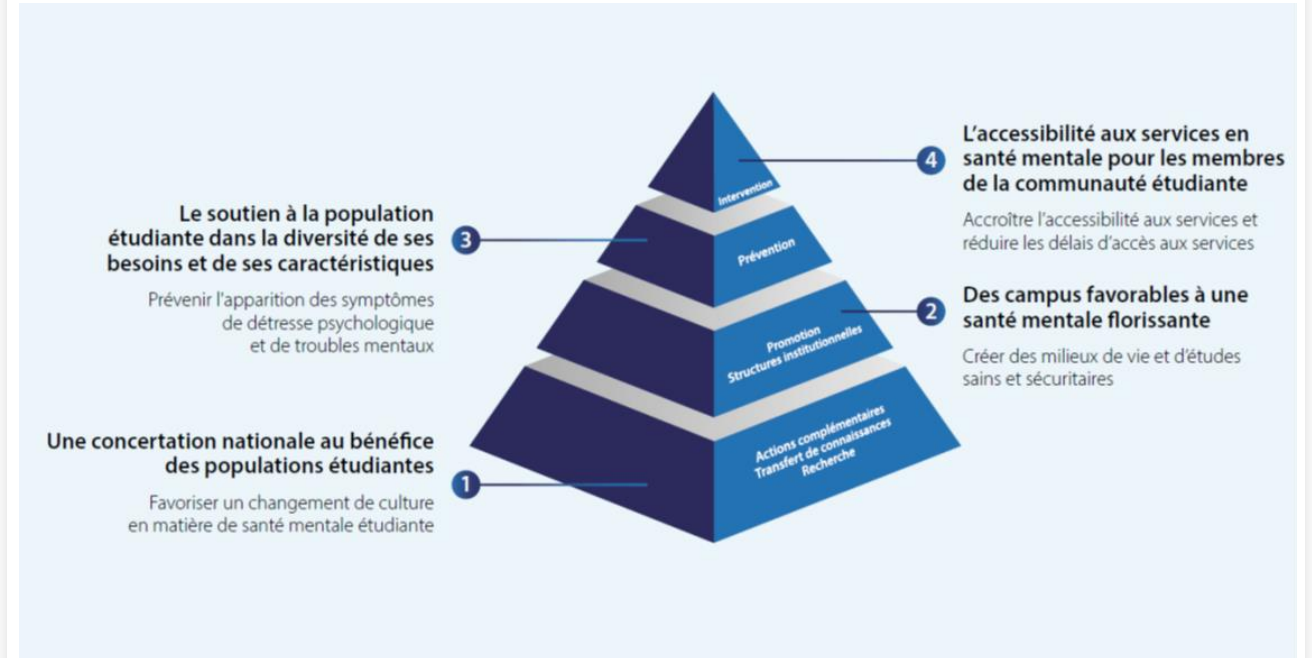2. Stepped-care.

3. A whole campus approach....

Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

JOHN ABBOTT CEGEP/COLLEGE

Why launch the CCWS at JAC...?

- As a metric for the College's **Strategic Plan**[1] (2020-2025-2027)

    - **Orientation #1 - Nurturing Health**: *"JAC supports student mental health and the community that serves them through an **evidence-based approach** that includes a safe, healthy and inclusive learning environment and holistic student services."*

    - Decrease in the % of students indicating "severe distress" over time as measured by the CCWS (*Mental Health Deficits/K10*)
        - 2027 (target): 29%

    - **Loneliness** & **Campus Climate** also recently added as metrics for Orientation #2 (social connectedness) and #8 (systemic change), respectively.

[1]Strategic Plan (extended) 2020-2025-2027 Serving both our students and society as a whole (https://johnabbott.qc.ca/wp-content/uploads/2024/06/COMS_Strategic-Plan_2020-2027_240618.pdf)

CCWS and Policy Drafting

- **Mesure 2.1**[1]: « *le Ministère propose que chaque établissement collégial et universitaire se dote d'une <u>politique institutionnelle</u> en matière de santé mentale étudiante.* »

  - To outline the broad orientations the College plans to take in support of a positive student mental health;

  - To outline the roles and responsibilities of the community in support of student mental health;

  - Emphasis on promotion, prevention, training opportunities, timely access to care, and importance of a « ***whole campus*** » approach.

4 L'accessibilité aux services en santé mentale pour les membres de la communauté étudiante

Accroître l'accessibilité aux services et réduire les délais d'accès aux services

3 Le soutien à la population étudiante dans la diversité de ses besoins et de ses caractéristiques

Prévenir l'apparition des symptômes de détresse psychologique et de troubles mentaux

2 Des campus favorables à une santé mentale florissante

Créer des milieux de vie et d'études sains et sécuritaires

1 Une concertation nationale au bénéfice des populations étudiantes

Favoriser un changement de culture en matière de santé mentale étudiante

Intervention
Prévention
Promotion
Structures institutionnelles
Actions complémentaires
Transfert de connaissances
Recherche

[1]Plan d'action sur la santé mentale étudiante en enseignement supérieur 2021-2026 (https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/enseignement-superieur/PASME.pdf)

CCWS and Policy Drafting

CCWS 2022 results → Policy 28 on "Student Mental Health"

Key areas of focus:

1. Diversification and de-colonization of mental health practices;
2. Education around the mental health needs of equity-deserving student groups;
3. Equipping all students with key emotion-regulation skills;
4. Formalizing a mental health crisis management plan, including a suicide postvention protocol;
5. Inviting positive psychology and healthy living concepts into the classroom.

Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

JOHN ABBOTT CEGEP/COLLEGE

CCWS & Creation of New Initiatives

- CCWS (2022) JAC dataset:
  - <u>46%</u> increase in moderate distress levels and <u>54%</u> increase in suicidal planning when filtered for ethnic + gender minority identity.
  - *Importance of targeting the intersectionality of <u>DEI and mental health needs of our students</u>.*

- Bell Let's Talk Implementation Grant (2022): $100,000
  - Hiring of a DEI/Mental Health consultant.
  - $10,000 dedicated to training the Counselling team in culturally safe mental health care.
  - November 2023: Launch of a dedicated mentorship program for BIPOC students.

Key Takeaways

- Data offered by the CCWS has been integral to JAC's strategic planning, policy making, and establishing of buy-in toward a **whole campus approach** to mental health through conversations across sectors (Academic & Student Services)...

  - *"whereby we each participate in creating an environment conducive to the psychological health and well-being of our College community"* (JAC Policy 28, p.2)

  And measure the impact of our efforts via...

  - *"data collection at regular intervals; specifically, the implementation of a college-wide mental health survey every 2 years (eg. CCWS) and the analysis of participation rates over time* (and) *institutional comparisons across Canada ..."(*JAC Policy 28, p. 6*).*

Canadian Campus Wellbeing Survey | Bien-être sur les campus canadiens

JOHN ABBOTT CEGEP/COLLEGE

UNIVERSITY OF WATERLOO

CAMPUS WELLNESS · CCWS

Sean Ruby · Data Analyst

Sandra Gibson · Manager Health Education & Promotion

Kalpita Gaitonde · Health Promotion and Evaluation Specialist

Melissa Potwarka · Associate Director Health Promotion

CCWS SURVEY ADMINISTRATION

Survey ran from Feb 7th - Mar 4th, 2022

Invited 12,000 students (three reminders sent)

| Overall response rate: 37% (4482/12,000) | Finished response rate: 32% (3807/12,000) | Respondents who finished the survey received $5 (Watcard) |

Results provide evidence-based data to support student well-being and improve services, programming, and policies.

UNIVERSITY OF
WATERLOO

DISSEMINATION OF RESULTS

- CCWS Presentations to Campus Community
- CCWS Executive Summary Data Report

- Results by Demographic Characteristics

- Results by Equity Deserving Groups

- Results by Faculty, Coop, Grad vs Undergrad, etc.

DEMOGRAPHICS

UW
0.4% Indig[1]
0.6% Indig[2]
0.6% J
2.0% L
2.1% K
2.4% WA
2.0% F
3.0% A
3.3% SEA
2.8% B
30.1% SA
20.4% C
35.4% W
2.3% OSI

Indigenous (outside of Canada)[1] *
Indigenous peoples of Canada[2] *
Japanese *
Latin 1.3%
Korean 1.5%
West Asian 1.5%
Filipino 2.3%
Arab 2.6%
Southeast Asian 2.8%
Black 3.2%
South Asian 24.2%
Chinese 26.4%
White 37.5%
Other self-identity 2.6%

Self-Identification

Faculty
813 students
18% of survey respondents

* Indicates a value equal to or less than 5 respondents

Faculty

Demographics	UW	Faculty
Gender Identity		
Woman	56%	61%
Man	40%	34%
Non-binary	2%	3%
Sexual Orientation		
Heterosexual	75%	71%
LGBTQ+	20%	25%
Degree Program		
Undergraduate	81%	79%
Graduate	17%	20%
Full-time Status	97%	98%
International	21%	16%

35% disability or medical condition

Mental health, neurological, and chronic health conditions were most common, followed by physical, visual, and auditory concerns.

*multi-select item
76% one condition
25% more than one health condition

26% receiving accommodation

UW	30%	75%	25%	24%

Faculty

CAMPUS CLIMATE

	UW	7	8	29	42	14

Belong on campus — 6 | 7 | 31 | 42 | 13

	UW	3	4	17	49	27

Respected regardless of identity — 3 | 5 | 17 | 47 | 29

	UW	2	4	19	52	22

UW environment respectful — 2 | 3 | 19 | 53 | 23

	UW	3	4	21	47	24

UW values diversity and inclusion — 3 | 3 | 19 | 48 | 26

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly disagree/Disagree   ■ Somewhat disagree   ■ Somewhat agree   ■ Agree   ■ Strongly agree
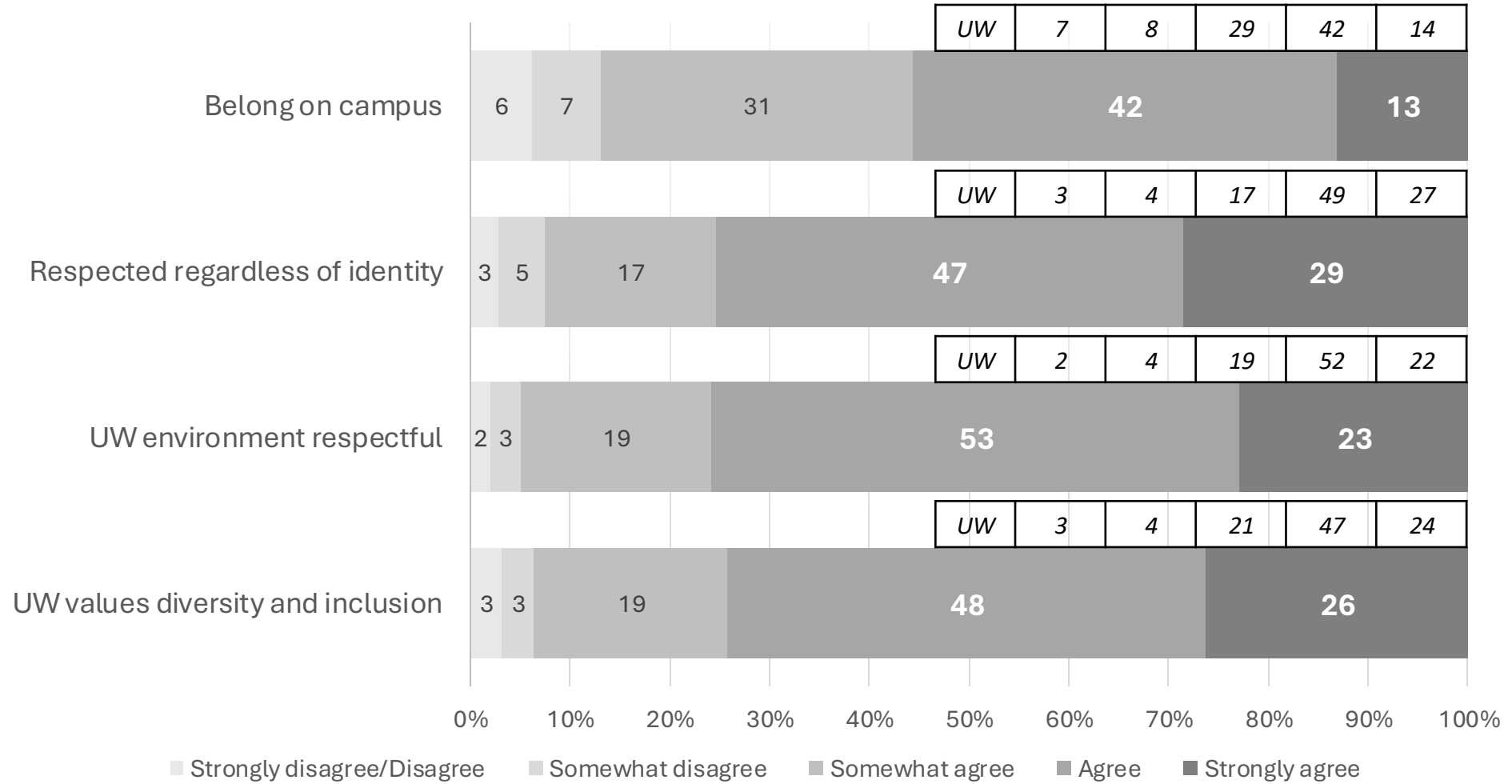
Faculty

FACTORS AFFECTING ACADEMICS

Major obstacle <u>vs</u> minor obstacle or no obstacle

Factor	Major obstacle	UW
Difficulties with academic workload	42%	*38%*
Concerns about the COVID-19 pandemic	29%	*26%*
Your academic performance	28%	*26%*
Shift to online classes	25%	*25%*
Financial pressures or work obligations	21%	*28%*
Course availability/scheduling	14%	*14%*
Lack of good academic advising	14%	*13%*
Personal or family problems	13%	*19%*
Language/cultural barriers	7%	*6%*
Disability or chronic health condition	5%	*7%*

Faculty

LONELINESS

UCLA Loneliness Scale

Lack companionship	Feel left out	Feel isolated
19%	16%	23%
45%	51%	51%
36%	33%	26%

Legend: ■ Hardly Ever ■ Sometimes ■ Often

Donut chart: 55% / 45%

	UW
■ Not Lonely	40%
■ Lonely	60%
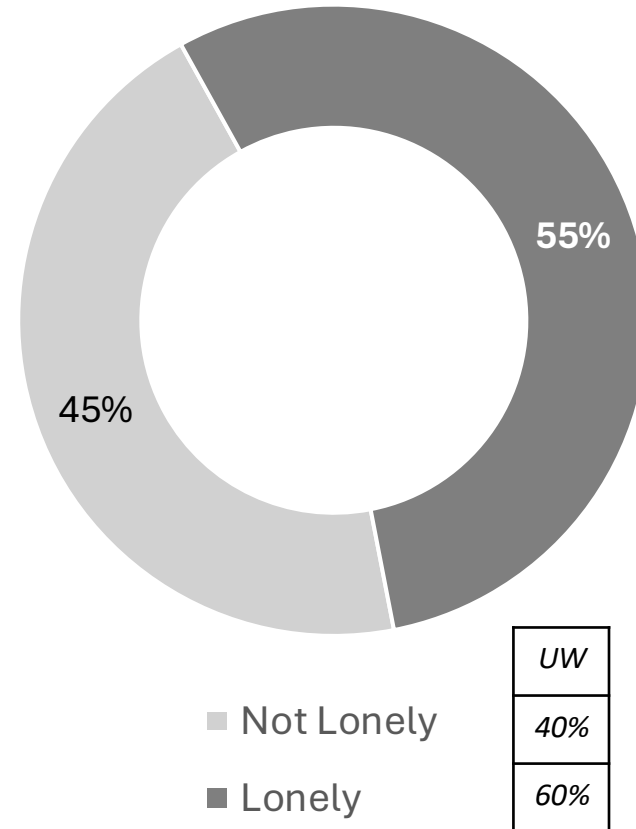
Faculty

FOOD SECURITY (LAST 12 MONTHS)

Food purchased didn't last, and **no money** to get more: *Sometimes* **10%** *Often* **2%**

11%	2%

Can't afford to eat **balanced meals**: *Sometimes* **15%** Often **5%**

17%	5%

15% of students **ate less** because not enough money for food.

17%

9% of students were **hungry** but didn't eat because not enough money for food.

11%

16% of students **cut the size** of their meals or **skipped meals** due to money.

18%

For **31%** of students this occurred almost **monthly**.

25%

For **33%** of students this occurred **often** but not every monthly.

29%

6%

10%

83%
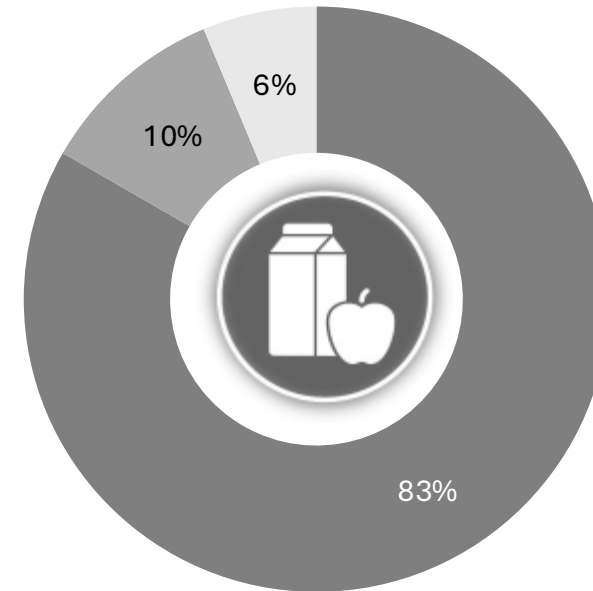
- ■ Food Secure
- ■ Low Food Security
- ■ Very Low Food Security

UW
80%
13%
8%

Faculty

WARWICK-EDINBURGH MENTAL WELL-BEING SCALE

	Low mental wellbeing	Average mental wellbeing	High mental wellbeing
Total	34%	60%	6%
Woman	37%	59%	4%
Non-Binary	59%	38%	3%
Man	29%	62%	9%
Non-disabled	27%	65%	8%
Disabled	52%	45%	3%
Domestic	36%	59%	6%
International	28%	62%	10%
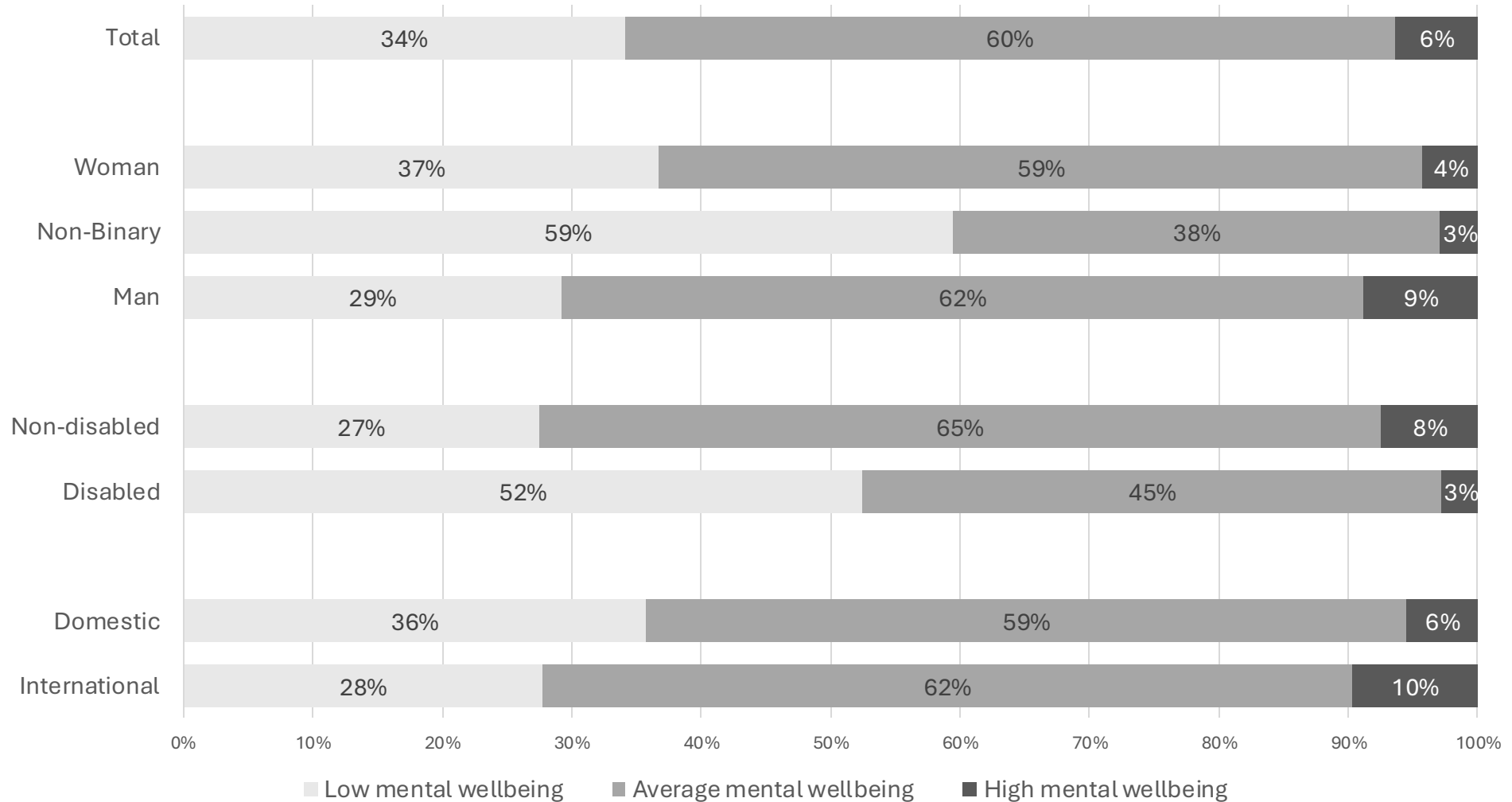
SOCIAL PROVISIONS SCALE (SPS-5)

	Low levels of social support	High levels of social support
Total	57%	43%
Woman	53%	47%
Non-Binary	52%	48%
Man	60%	40%
Non-disabled	53%	47%
Disabled	59%	41%
Domestic	55%	45%
International	65%	35%
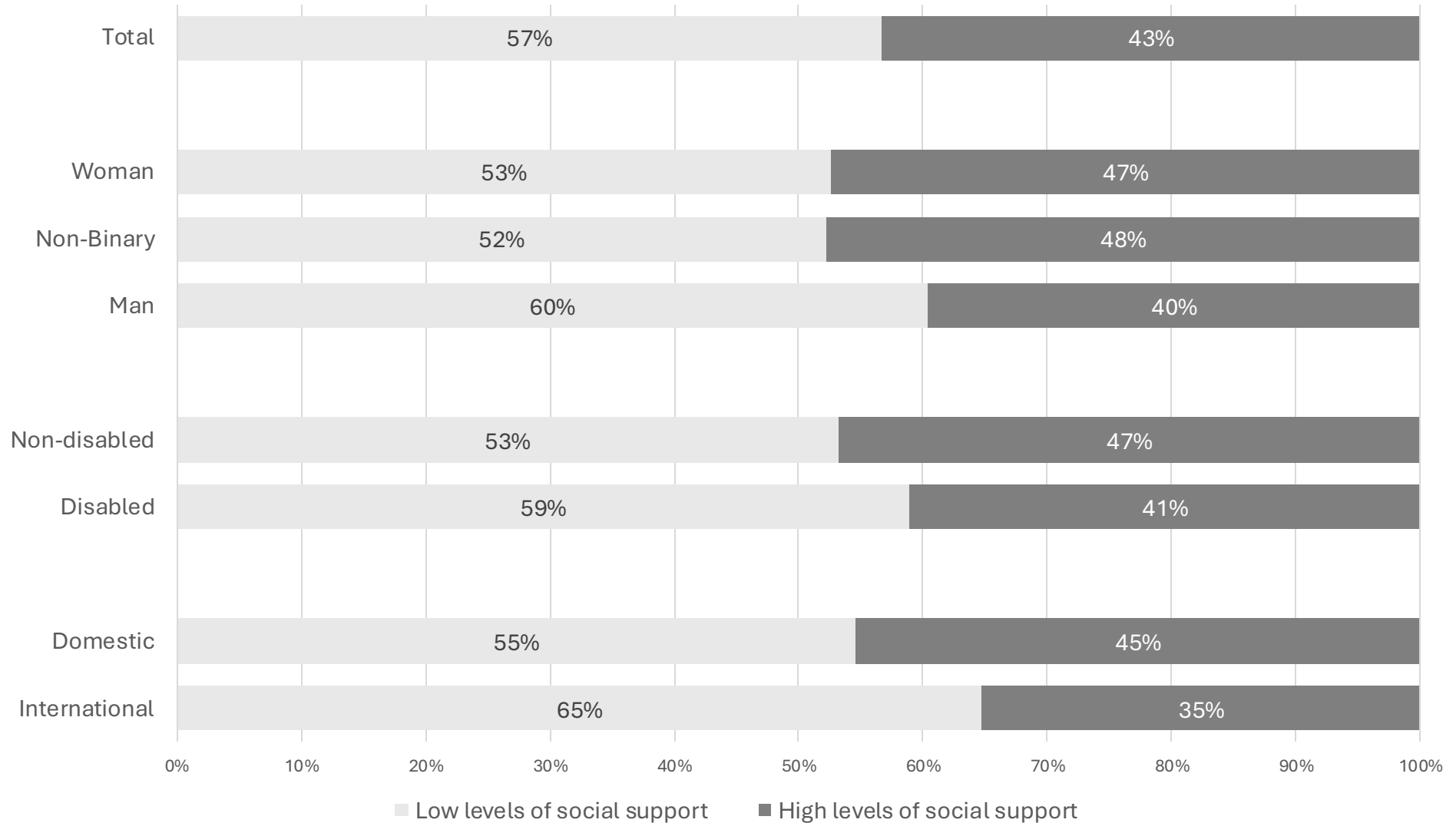
PSYCHOLOGICAL DISTRESS SCALE (K10)

	Little/no mental distress	Mild mental distress	Moderate mental distress	Severe mental distress
Total	23%	21%	20%	36%
Woman	19%	21%	21%	39%
Non-Binary	7%	10%	19%	64%
Man	29%	22%	20%	28%
Non-disabled	30%	24%	20%	26%
Disabled	10%	15%	22%	54%
Domestic	22%	21%	21%	36%
International	28%	20%	18%	33%
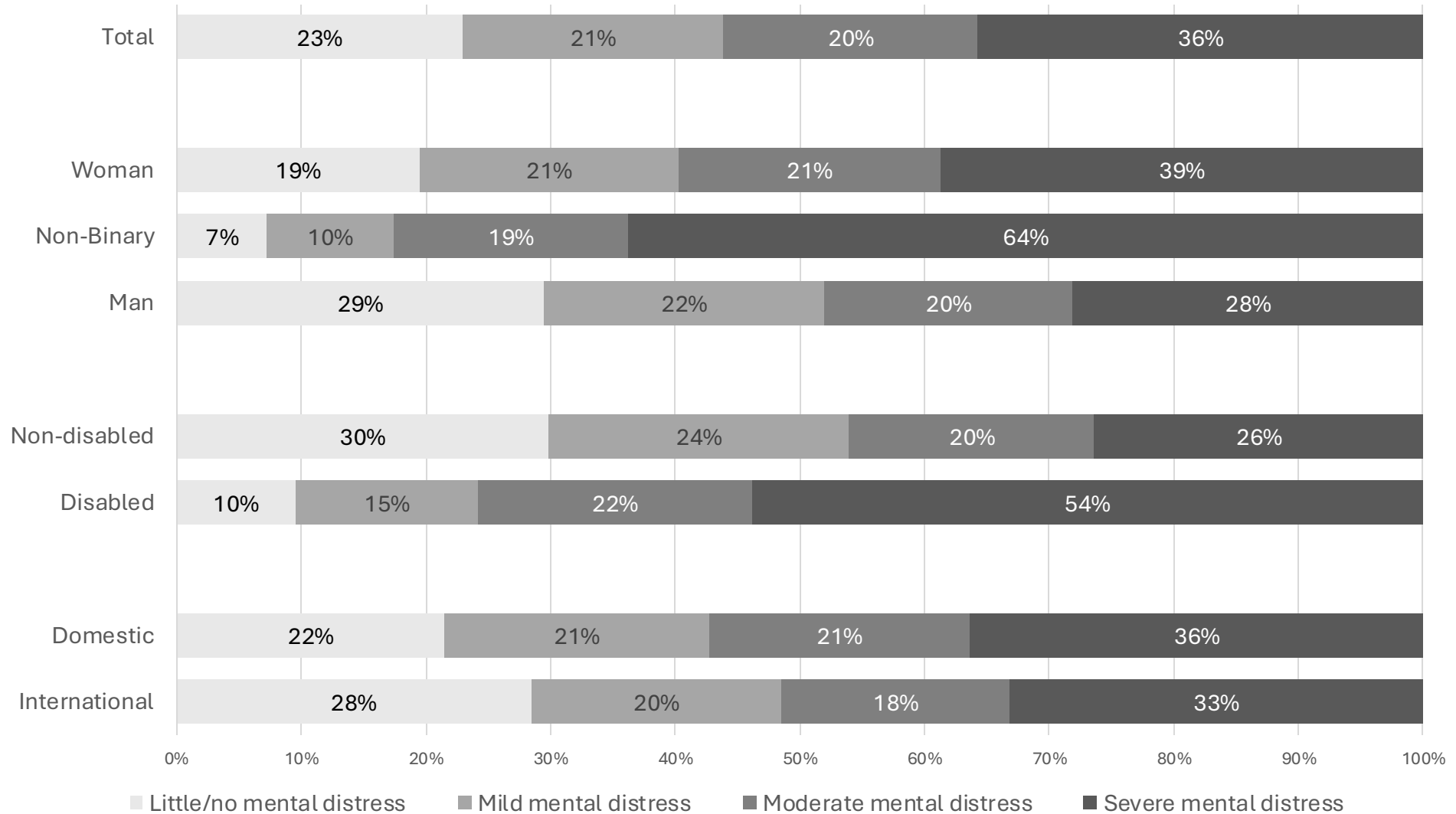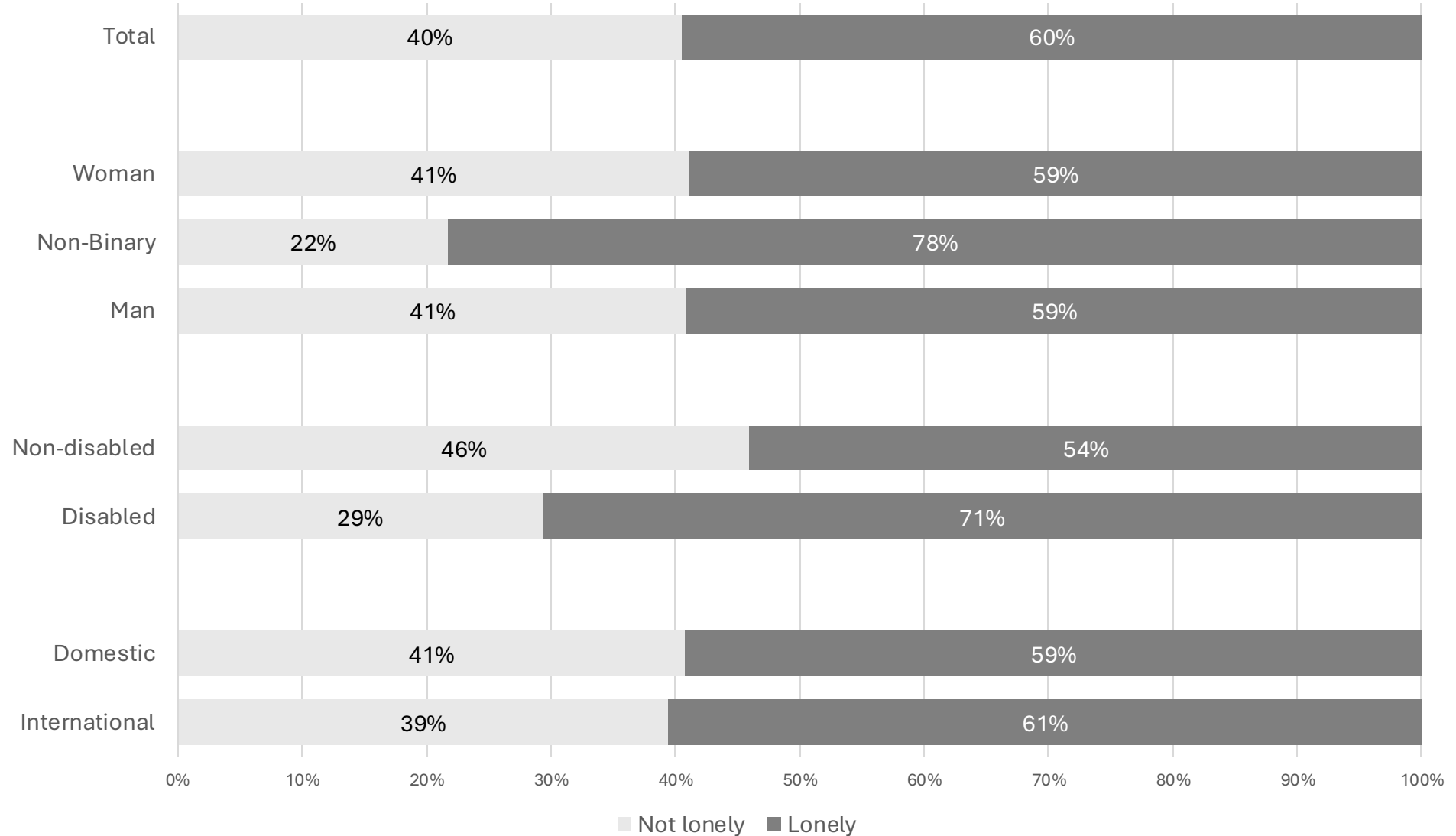
US HOUSEHOLD FOOD SECURITY SURVEY(6-ITEM)
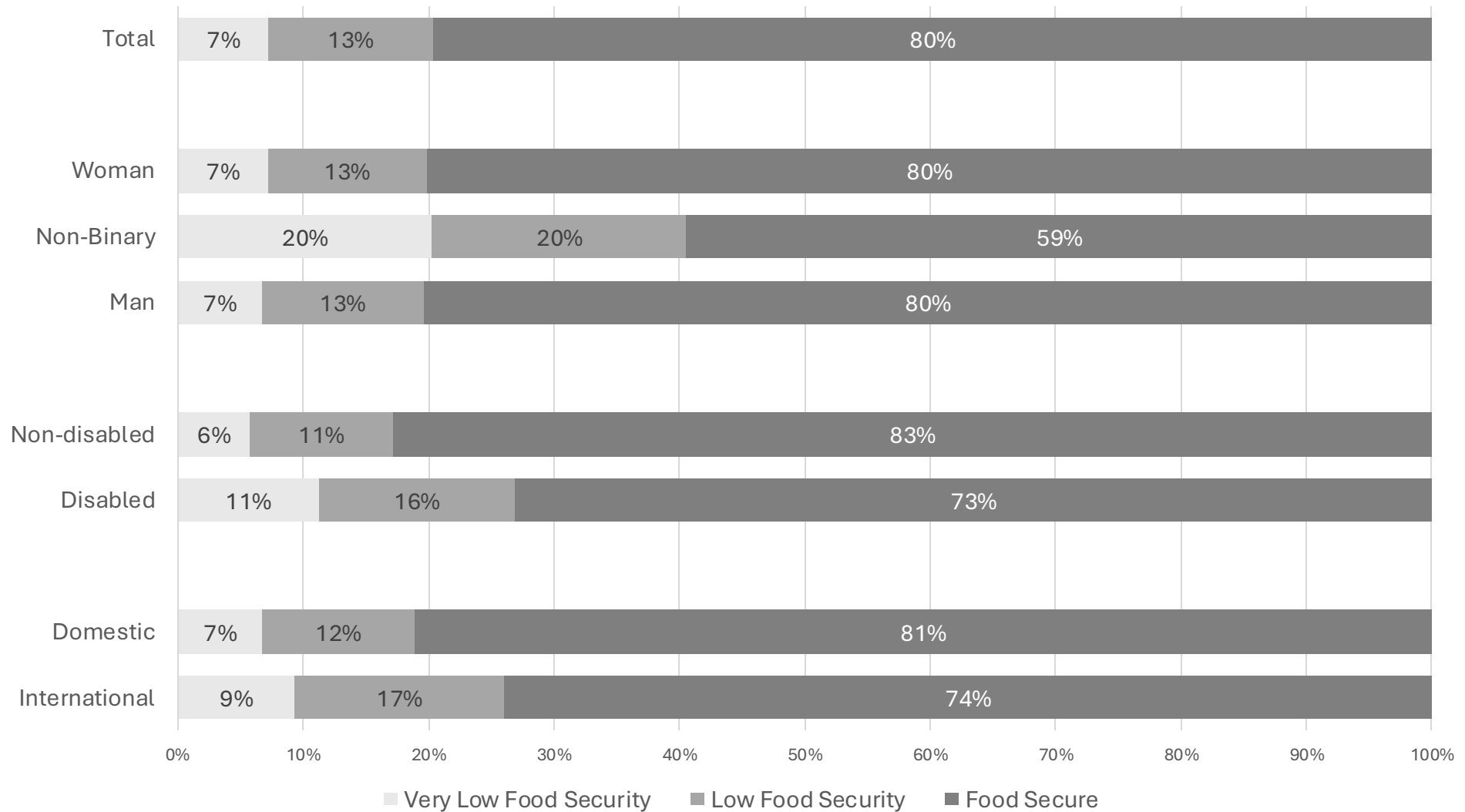
	Very Low Food Security	Low Food Security	Food Secure
Total	7%	13%	80%
Woman	7%	13%	80%
Non-Binary	20%	20%	59%
Man	7%	13%	80%
Non-disabled	6%	11%	83%
Disabled	11%	16%	73%
Domestic	7%	12%	81%
International	9%	17%	74%

CCWS EXECUTIVE SUMMARIES

Left document

2022
Canadian Campus
Wellbeing Survey

UNIVERSITY OF WATERLOO

ACADEMIC ACHIEVEMENT

Opinions and experiences related to learning.

Please rate your level of agreement with the following statements:

My institution provides a supportive learning environment.	
Strongly agree	13.8%
Agree	43.6%
Somewhat agree	30.2%
Somewhat disagree	6.8%
Disagree	3.7%
Strongly disagree	1.9%
TOTAL	100%

My institution uses teaching strategies designed to support learners.	
Strongly agree	10.4%
Agree	35.9%
Somewhat agree	33.6%
Somewhat disagree	11.9%
Disagree	5.7%
Strongly disagree	2.5%
TOTAL	100%

My institution provides opportunities for students to explore their full potential.	
Strongly agree	15.9%
Agree	38.9%
Somewhat agree	29.3%
Somewhat disagree	9.6%
Disagree	4.3%
Strongly disagree	2.1%
TOTAL	100%

I am confident that I will be able to finish my academic program no matter what challenges I may face.	
Strongly agree	26.8%
Agree	36.4%
Somewhat agree	23.0%
Somewhat disagree	7.2%
Disagree	4.0%
Strongly disagree	2.5%
TOTAL	100%

Right document

2022
Canadian Campus
Wellbeing Survey

UNIVERSITY OF WATERLOO
FACULTY OF _____

ACADEMIC ACHIEVEMENT

Opinions and experiences related to learning.

Please rate your level of agreement with the following statements:

My institution provides a supportive learning environment. Percent (%)	UW n=4358	FACULTY n=484
Strongly agree	13.8	12.8
Agree	43.6	45.9
Somewhat agree	30.2	31.8
Somewhat disagree	6.8	6.0
Disagree	3.7	2.7
Strongly disagree	1.9	0.8
TOTAL	100%	100%

My institution uses teaching strategies designed to support learners. Percent (%)	UW n=4354	FACULTY n=483
Strongly agree	10.4	9.3
Agree	35.9	37.7
Somewhat agree	33.6	35.6
Somewhat disagree	11.9	11.4
Disagree	5.7	5.0
Strongly disagree	2.5	1.0
TOTAL	100%	100%

My institution provides opportunities for students to explore their full potential. Percent (%)	UW n=4352	FACULTY n=482
Strongly agree	15.9	13.9
Agree	38.9	41.3
Somewhat agree	29.3	31.1
Somewhat disagree	9.6	9.1
Disagree	4.3	3.1
Strongly disagree	2.1	1.5
TOTAL	100%	100%

I am confident that I will be able to finish my academic program no matter what challenges I may face. Percent (%)	UW n=4352	FACULTY n=482
Strongly agree	26.8	27.8
Agree	36.4	41.5
Somewhat agree	23.0	21.2
Somewhat disagree	7.2	5.8
Disagree	4.0	3.1
Strongly disagree	2.5	0.6
TOTAL	100%	100%

Questions?

Starting soon:

Using the CCWS Tableau Data and Dashboards: Technical Overview

This session will be recorded. Please change your name on zoom and/or turn off your camera if you would like to maintain your privacy.

Using the CCWS Tableau Data and Dashboards: Technical Overview

Dhruvi Nishar
Data Analyst, Canadian Campus Wellbeing Survey

This session will be recorded. Please change your name on zoom and/or turn off your camera if you would like to maintain your privacy.

Land Acknowledgement

We would like to begin by acknowledging that the land on which we present is the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.

Learning Objectives

1. For institutional representatives to understand how to access their Tableau dashboards

2. To understand the basic functions of the dashboards (e.g., how to navigate the dashboards, use filters to look at specific groups of students, use the comparison group dashboard, and save visuals as pdfs, images, and/or PowerPoint slides)

3. To be able to create an executive summary, if asked to do so.

Dhruvi Nishar

- CCWS data analyst
- Prepares and maintains Tableau dashboards
- Custodian for CCWS research dataset

Tableau Server
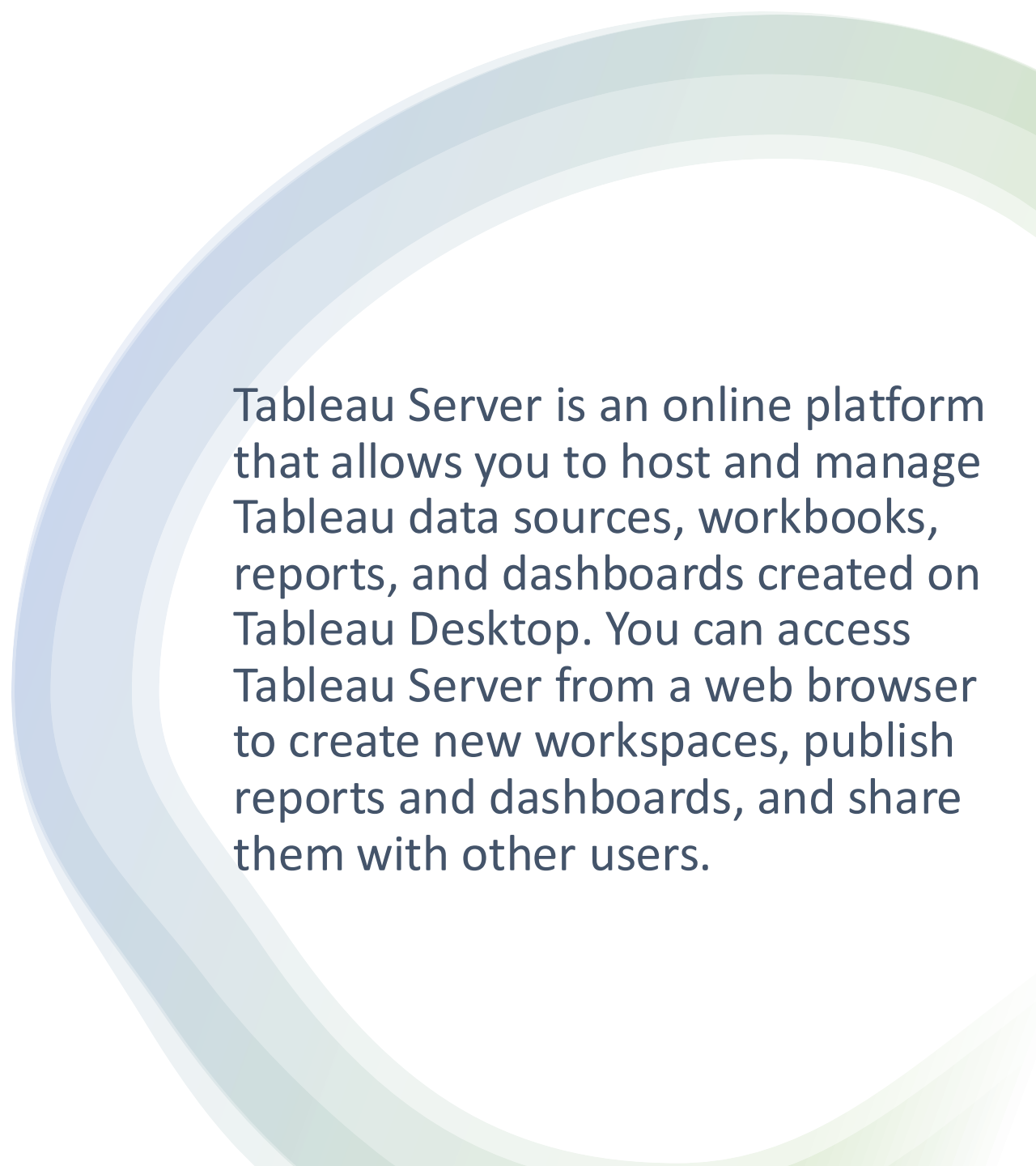
Tableau Server is an online platform that allows you to host and manage Tableau data sources, workbooks, reports, and dashboards created on Tableau Desktop. You can access Tableau Server from a web browser to create new workspaces, publish reports and dashboards, and share them with other users.

Before Accessing UBC Tableau Server

1. UBC CWL

- The Campus Wide Login (CWL) system provides access to many of the University's online systems. Tableau Server is one of them.

- Check your inbox for an email from *iam.no_reply@ubc.ca* and then click the link to activate your CWL with 72 hours.

- If you missed the activation window, please contact the CCWS analyst requesting another activation email.

Before Accessing UBC Tableau Server

2. UBC VPN: Downloading the software

- UBC uses **Cisco AnyConnect** for setting up the VPN

- Check for software installation files on the shared OneDrive folder if you do not already have this software setup

- Download the setup files as per your OS

- Login with your CWL credentials

Before Accessing UBC Tableau Server

2. UBC VPN: Downloading the software
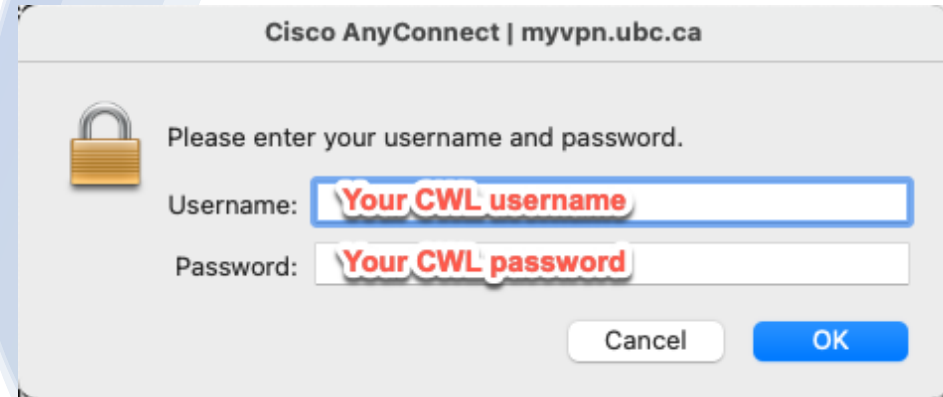
Accessing UBC Tableau Server

3. Tableau Server

- Login to the server with your UBC CWL credentials here: https://reports.im.it.ubc.ca

- Select CCWS after you sign in

- You should land on the Home Page, you can then click 'Explore'

Downloading Tableau Reports

3. Tableau Server

Apply / Clear Filters

3. Tableau Server

Tooltips for more Details

3. Tableau Server
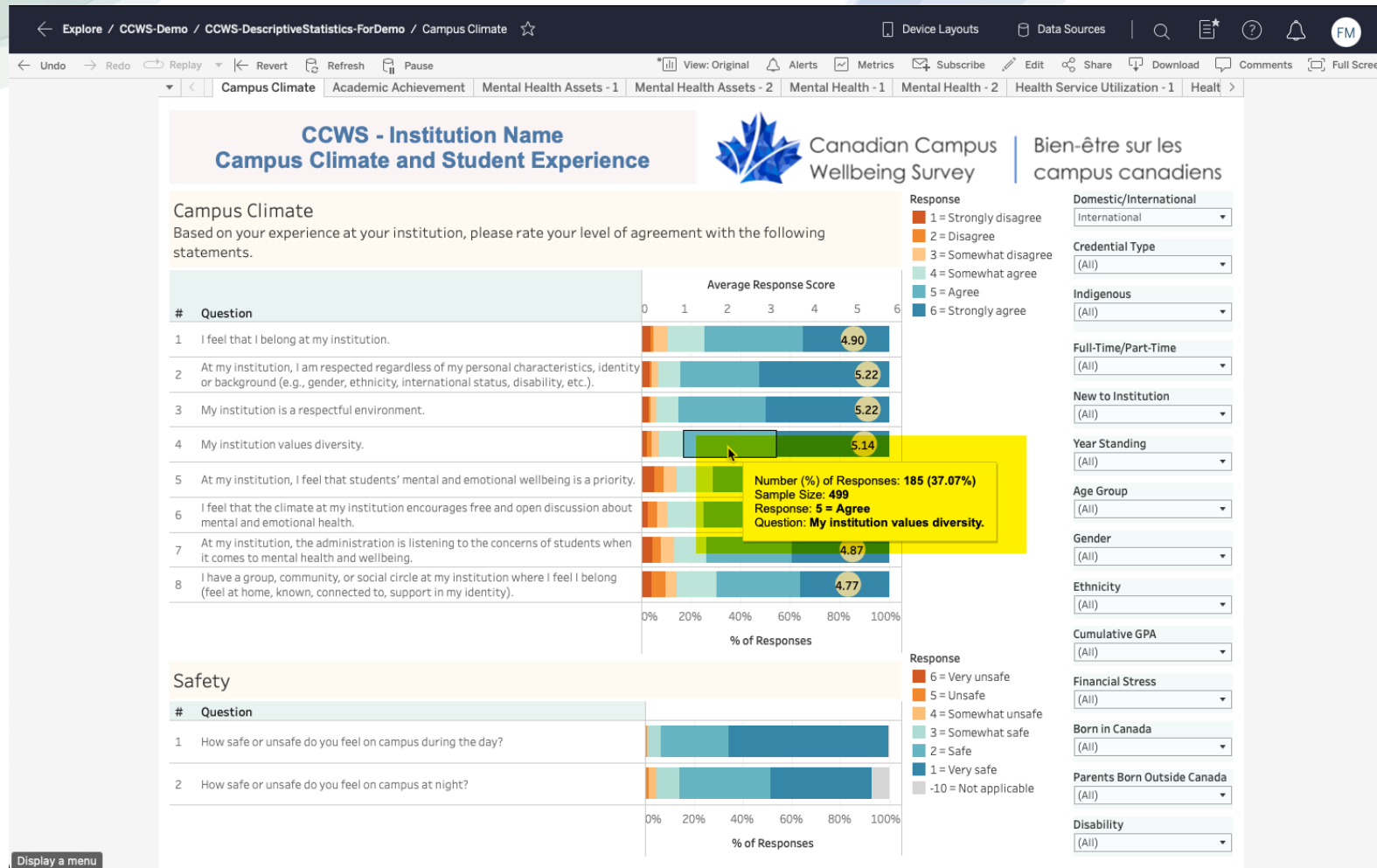
Tips on building Executive Summary

3. Tableau Server

To prepare an Executive Summary, Use the below results in descriptive and comparison dashboards can be a good start for your CCWS Summary.

1. WEMWBS_Total – overall wellbeing

2. Resil_1 – ability to handle difficulties

3. Resil_2 – ability to handle day-to-day demands

4. GlPhysH – general physical health

5. GlMentH – general mental health

6. Relationships_Total – social support level

7. K10_Total – Psychological distress level

8. Loneliness_Total - Loneliness level

9. TotSleep – Sleep hours meets Canadian guideline or not

10. AvgMVPA – time of Physical activities meets Canadian guideline or not

11. TotalScreenTime – Total screen time

12. TotalTravelTime – Total travel time

13. TotalSitTime – Total sit time

14. SedentaryBehaviour – Sedentary behaviour or not

15. FoodSec_Total - Food security level

Questions?