



Canadian Campus
Wellbeing Survey

Bien-être sur les
campus canadiens

HM I HC Talks
May 5th, 2020

www.ccws-becc.ca



Today's Presentation

- Overview of the development of the CCWS
- Purpose and rationale of the CCWS
- Information about the tool
- Logistics of the survey deployment and reporting
- Sample results in Tableau
- Q&A



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Rational for Development

- The Okanagan Charter is the guiding framework for health promoting universities and colleges to systemically incorporate wellbeing into everything they do.
- Robust data required to take a 'whole campus' approach to wellbeing
- ***In the absence of a Canadian surveillance mechanism***, Canadian institutions have participated in the National College Health Assessment service of the American College Health Association (NCHA-ACHA, or 'NCHA').



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The CCWS Vision

- A comprehensive and coordinated evaluation system for Canadian post-secondary student mental and physical health and wellbeing
- To replace the use of the NCHA in Canada, which has limitations within a Canadian campus context
 - “Canadian data for Canadian campuses”
- The CCWS will integrate public health policy, practice, evaluation, surveillance and research
- National implementation (*students, staff, faculty*)



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Development

- 2018: Rossy Foundation funding awarded to Dr. Guy Faulkner (UBC) for survey development in 2018; piloting now at Langara College & UBC
- 2018: Bell Let's Talk and The Rossy Foundation commit \$1M to develop a **national standard for post-secondary student mental health** with the Mental Health Commission of Canada
 - CCWS supporting implementation evaluation
- 2019: B.C. Ministry for Advanced Education is funding an opt-in provincial deployment to all public PSI in B.C. for January-March 2020



A partnership model

- Canadian Association of College and University Student Services (CACUSS)
- Canadian Health Promoting Campuses
- Public Health Agency of Canada
- Health Canada
- CPADS (Canadian Postsecondary Education Alcohol and Drug use Survey (CPADS))
- Institutions ...



Survey Development

- Spring 2018: Stakeholder Delphi mapping of wellbeing and health behaviour measurement priorities and indicators
 - 19 health service providers and/or mental health experts from five Canadian provinces
- Fall 2018: Expert panel meetings to develop core measures
 - Science- and practice-based relevance
- Winter 2019: Feasibility and reliability testing of questionnaire at UBC & Sheridan College (Toronto)
- November 2019: Piloting at UBC & Langara College (BC)
- Spring 2020: BC deployment



Dual Purpose Survey

1. Quality Assurance

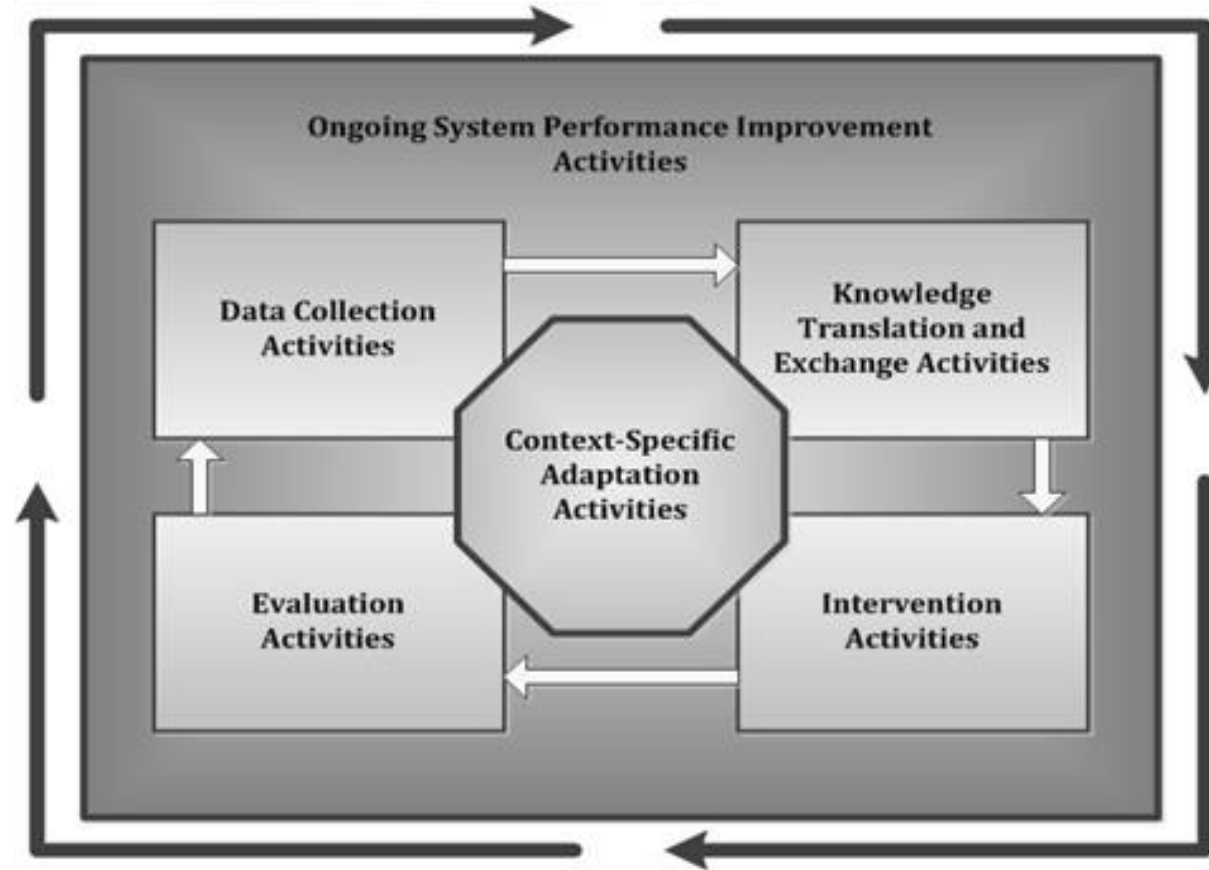
- To guide PSIs to assess prevalence and correlates of mental health and physical health behaviours
- Participating institutions included in anonymized dataset

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 System



About the Survey Tool

- 15-20 minute online survey, nine core sections
- Items derived from other well-established surveys, ensuring cross-study comparability
- Data compatible with national public health guideline benchmarks
- Likert scale responses
- Feasibility testing (n=16) provided feedback to refine survey questions
- Reliability testing (n=66) resulted in some modifications of the survey



Core Domains

- Flourishing and Resilience
- Campus climate and student experience
- Mental Health (Psychological distress)
- Health Service Utilization
- Physical Health and Health Behaviours
- Sexual Health Behaviour
- Substance Use
- Food Security
- Demographics

Survey Deployment

- Administered via UBC Survey Tool (provisioned by Qualtrics)
 - Complies with FIPPA; data secure and stored, backed in Toronto and Montreal
 - Has completed UBC's Privacy Impact Assessment process
 - Information collected is kept secure using data encryption
- Survey mail-out to occur via proxy emails or self-managed by institutions via individual survey URLs provided by the CCWS
 - Student personal identifiers not collected by the CCWS



REB Approval


- Participating institutions responsible for securing REB approval for participation
- Typically three scenarios:
 - REB may indicate review is not required (may not fit definition of 'research') and review be waived
 - REB may determine that it requires review
 - If no REB, a letter from senior administration stating no REB and approval
- In all cases, documentation will need to be provided
- The CCWS team can assist institutions with their REB applications, but each institution identifies their own PI



Reporting via Tableau

- Administrative summary (i.e. response rates)
- Interactive tool
 - Apply various filters to data (i.e. age, ethnicity, GPA, commute method, etc.)
- Each of the survey's nine sections will have:
 - Tables: frequency and statistical comparison of one's institution vs. all others
 - Visuals: interactive charts to visualize one's institution

Prototype tables for the section – ‘Academic Achievements’:



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CCWS Frequency Comparison - UBC

Academic Achievements

Frequency Comparison

QuestionShort	Question	Response	Number of Responses		Percentage of Responses	
			UBC	Other Institutions	UBC	Other Institutions
AcExp_1	My institution provides a supportive learning environment.	Strongly disagree	11	521	15.28%	17.37%
		Disagree	11	501	15.28%	16.70%
		Somewhat disagree	12	497	16.67%	16.57%
		Somewhat agree	13	505	18.06%	16.83%
		Agree	11	497	15.28%	16.57%
		Strongly agree	14	479	19.44%	15.97%
		Strongly disagree	12	529	16.67%	17.63%
		Disagree	17	526	23.61%	17.53%
		Somewhat disagree	11	460	15.28%	15.33%
		Somewhat agree	5	508	6.94%	16.93%
		Agree	14	486	19.44%	16.20%
		Strongly agree	13	491	18.06%	16.37%
		Strongly disagree	12	478	16.67%	15.93%
		Disagree	17	484	23.61%	16.13%
		Somewhat disagree	10	490	13.89%	16.33%
		Somewhat agree	8	517	11.11%	17.23%
		Agree	14	521	19.44%	17.37%
		Strongly agree	11	510	15.28%	17.00%
		Strongly disagree	13	510	18.06%	17.00%
		Disagree	10	465	13.89%	15.50%
		Somewhat disagree	17	507	23.61%	16.90%
		Somewhat agree	17	468	23.61%	15.60%

Statistical Comparison

QuestionS..	Number Of Responses U..	Number Of Responses O..	Mean UBC	Mean Others	Std Dev UBC	Std Dev Others	Std Error UBC	Std Error Others	Degrees Of Freedom	Significance	Effect Size
AcExp_1	72	3,000	3.61	3.46	1.72	1.71	0.20	0.03	3,070	0.47	0.09
AcExp_2	72	3,000	3.43	3.46	1.80	1.72	0.21	0.03	3,070	0.90	-0.01
AcExp_3	72	3,000	3.39	3.55	1.75	1.70	0.21	0.03	3,070	0.43	-0.09
AcExp_4	72	3,000	3.22	3.54	1.50	1.73	0.18	0.03	76	0.08	-0.18

Age

13

Gender

☒ (All)

☒ I prefer not to answer

☒ Man

☒ Non-binary

☒ Two-spirit

Sexual Orientation

☒ (All)

☒ Asexual

☒ Bisexual/Pansexual

☒ Gay/Lesbian

☒ Heterosexual/straight

Relationship Status

☒ (All)

☒ Divorced or separa...

☒ In a relationship

☒ Married, in a dome...

☒ Other, specify

Residence

☒ (All)

☒ I do not have stabl...

☒ I prefer not to answer

☒ Off-campus

☒ Other on-campus ...

Indigenous Group

☒ (All)

☒ First Nations

☒ I prefer not to answer

☒ Inuit

☒ Metis

Born in Canada

☒ (All)

☒ I prefer not to answer

☒ No

☒ Yes

These comparisons allow you to examine patterns of similarity/difference between responses of students at your institution and other post-secondary institutions.

Frequency Comparison

- Count and percentage of students selecting corresponding response option for each question in the survey

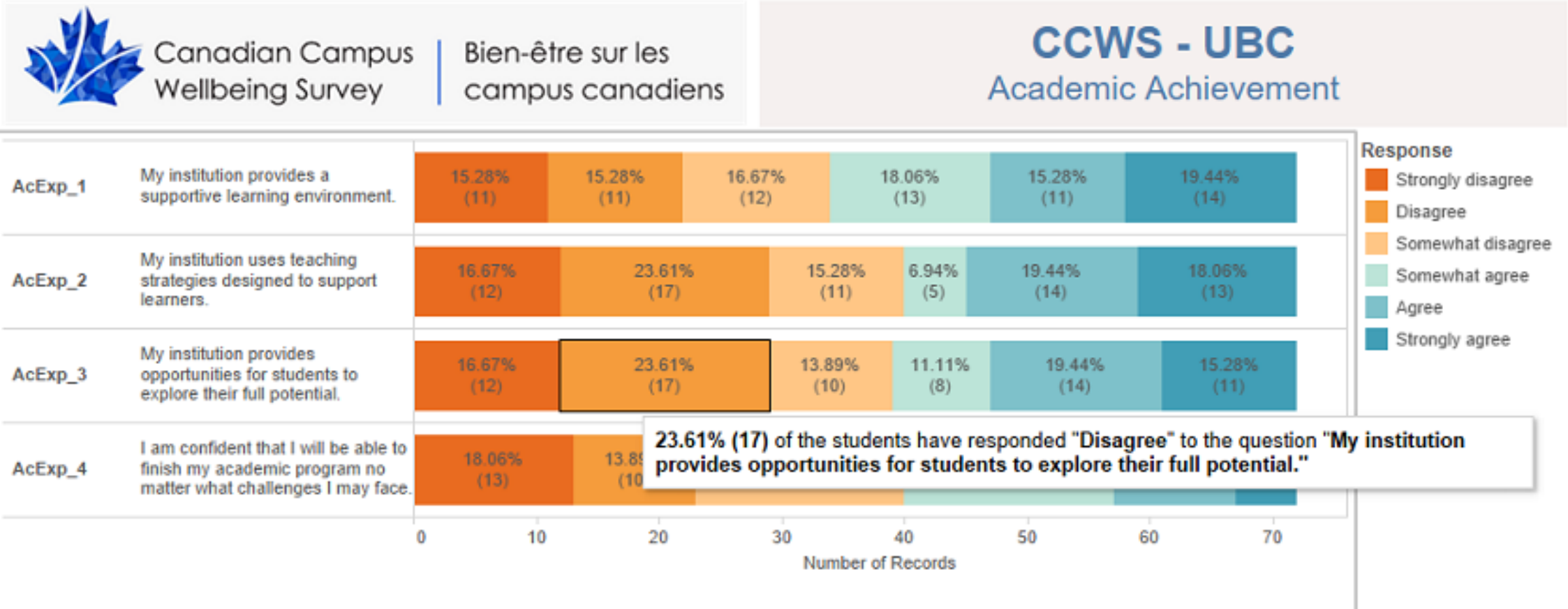
Statistical comparison

- Basic statistics including count, mean, standard deviation and standard error of responses at question level.
- Significance** levels indicate items with mean differences larger than that would be expected by chance. ($p < 0.05/0.01/0.001$ will be highlighted)
- Effect size** indicates practical significance. Items with moderate-high effect sizes will be highlighted.*
 - A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution.
 - A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

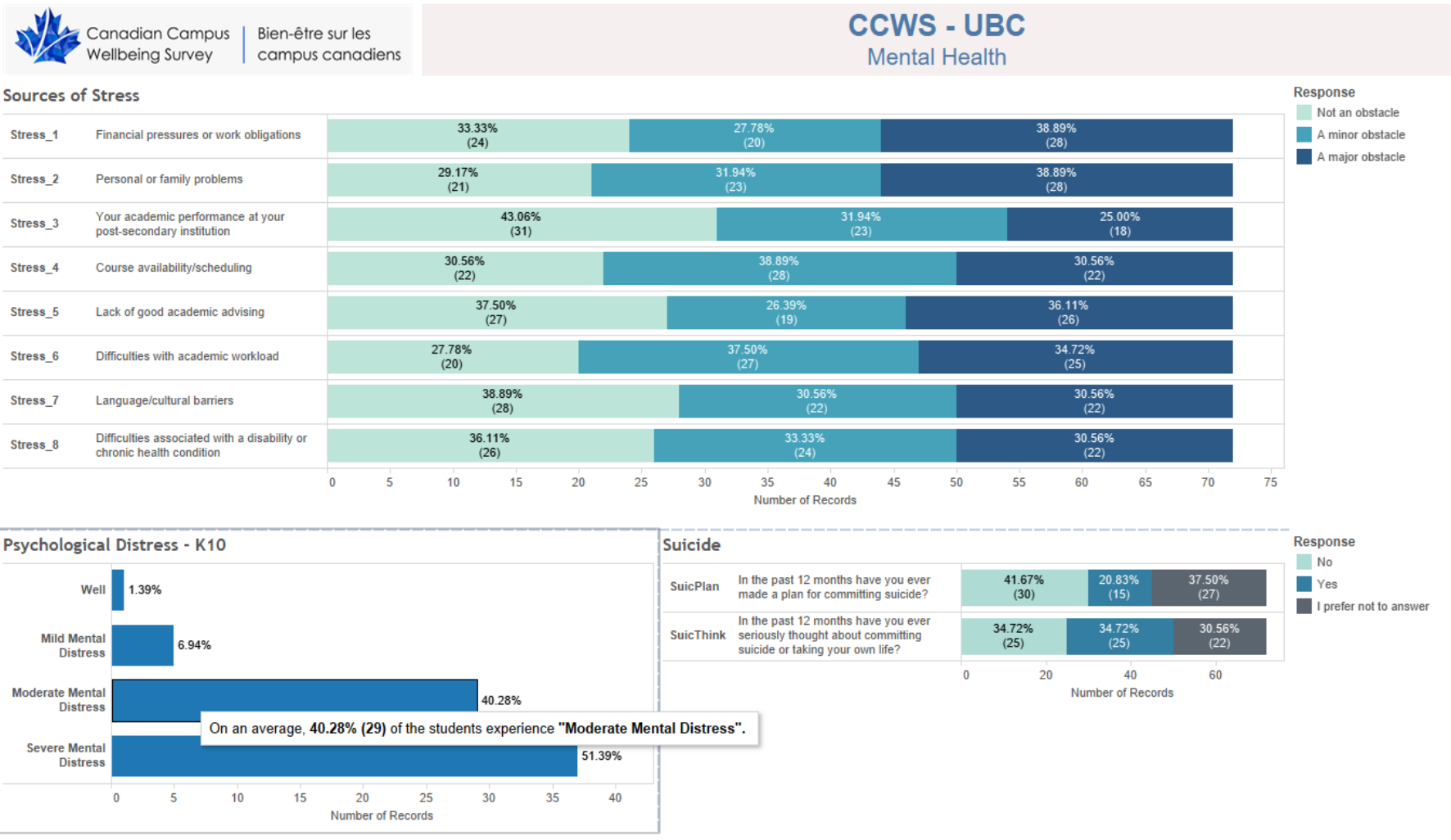
Note: These tables are created using simulated data. It is a screenshot of Tableau Desktop.

*See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.

Prototype visuals for the section – ‘Academic Achievements’:



Prototype visuals for the section – ‘Mental Health’:



- These *self-explanatory interactive* visuals help in reporting the CCWS survey response data for your institution alone.
- Composite variables are calculated using the raw survey responses wherever required.
- Various demographic filters applied on these charts help in deriving valuable inference from the survey responses of students at your institution.

Note: These charts are created using simulated data. It is a screenshot of Tableau Desktop.
 To see how Psychological Distress scores are calculated, refer to: https://www.tac.vic.gov.au/files-to-move/media/upload/k10_english.pdf

Research Dataset

- Access governed by a Data Access Committee, composed of researchers and institutional research representatives
- Purpose of dataset is to provide Canadian researchers with opportunities to use cross-sectional analysis to evaluate hypotheses for important health initiatives and programs

Timeline for Fall 2020/2021 Deployment

Date	
Fall 2020	Atlantic region cohort
By August, 2020	Express interest in 2021 deployment
By November, 2020	Submit REB approval and signed service agreement; identify mail-out method and deployment dates
By December 2020	Submit cohort file to CCWS (stable enrolment date)
February-March 2021	Survey deployment window
May 2021	CCWS preparing deliverables to institutions



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Contact Information

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