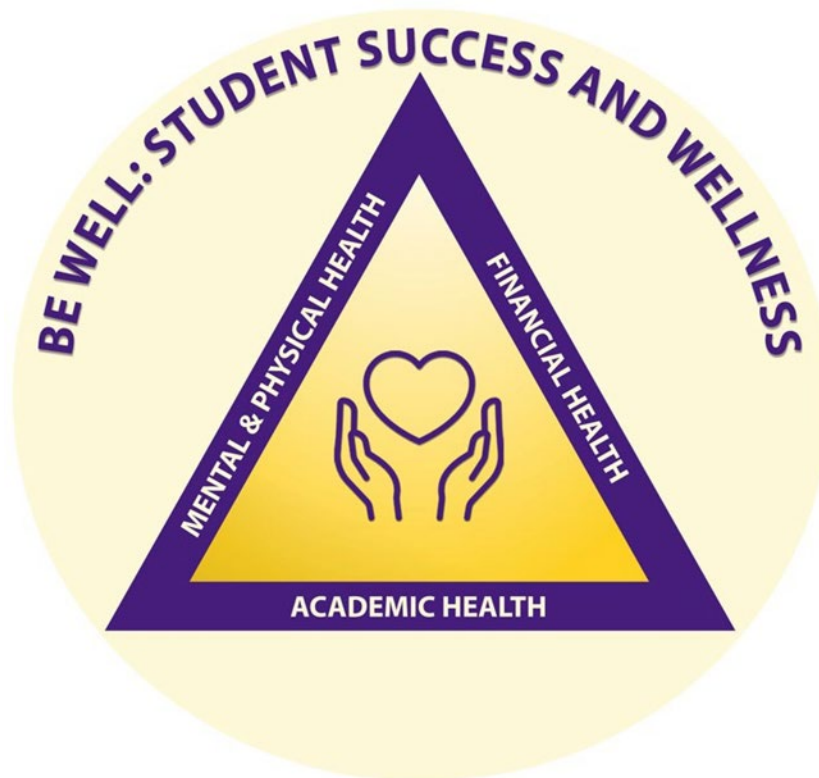




Be Well: Student Success and Wellness
Louisiana State University Health Sciences Center
– New Orleans

On-Site Review: March 24-27, 2025



EXECUTIVE SUMMARY..... 4

INTRODUCTION..... 6

Overview of LSUHSC-NO..... 6

Overview of the QEP 7

Evidence for Compliance..... 8

CHAPTER 1: TOPIC SELECTION AND DEVELOPMENT 10

Development of the QEP 10

Collecting Data and Talking with Stakeholders..... 12

CHAPTER 2: LITERATURE REVIEW AND NEEDS ASSESSMENT 16

Background and Literature Review 16

Defining Wellness and Identifying a Conceptual Framework..... 17

Campus-Wide Existing Resources..... 20

School-Based Academic Resources..... 26

Needs Assessment Results and Areas for Expansion..... 27

Mental & Physical Health Needs 28

Financial Health Needs..... 33

Academic Health Needs..... 35

CHAPTER 3: BE WELL – STUDENT SUCCESS AND WELLNESS..... 41

GOAL 1: Fostering and environment of wellness 41

Student Learning Outcome 1.1..... 41

Student Learning Outcome 1.2:..... 43

Student Learning Outcome 1.3..... 44

GOAL 2: Student experiences and academic health..... 45

Student Learning Outcome 2.1..... 46

Student Learning Outcome 2.2..... 47

CHAPTER 4: IMPLEMENTATION AND TIMELINE 48

Implementation Timeline: A Strategic Phased Approach 48

QEP Advisory Committee 51

Student Support for “Be Well” 51

CHAPTER 5: PERSONNEL AND BUDGET 53

Personnel and Position Descriptions 53

Budget 58

CHAPTER 6: PLAN FOR ASSESSMENT	59
LASSI.....	59
Surveys.....	61
Assessing Target Outcomes	62
CONCLUSION	69
REFERENCES.....	70
APPENDICES	76

EXECUTIVE SUMMARY

Louisiana State University Health Sciences Center - New Orleans (LSUHSC-NO) is an academic health sciences center offering 33-degree programs and certificates across six schools: Allied Health Professions, Dentistry, Graduate Studies, Medicine, Nursing, and Public Health. The vision of LSUHSC-NO is to be the catalyst for a healthier Louisiana. Our mission is to educate the future health professions workforce, lead advancement in research and scholarship, provide exceptional and equitable health care, and partner and advocate to build healthy communities. Our institutional structure provides significant potential for improving the health and wellness of professional students in healthcare fields. These improvements will not only affect the personal and academic success of students but positively impact patient outcomes as well. Following a comprehensive review of the institutional goals during the 2023 strategic-planning process, LSUHSC-NO identified student wellness as a focus area in its strategy targeting student success. Student success encompasses academic achievement; engagement in educationally purposeful activities; satisfaction; acquisition of desired knowledge, skills, and competencies; persistence; attainment of educational objectives; and postcollege performance (Kuh et al., 2006). Research consistently shows that wellness directly affects student success. While a number of wellness initiatives are already in place at LSUHSC-NO, significant enthusiasm and demand for expansion of these efforts were found among students, faculty, staff, and university leadership. With these considerations, LSUHSC-NO chose to develop its Quality Enhancement Plan (QEP) – “Be Well: Student Success and Wellness.” The QEP aims to enhance student success and wellness across the institution by achieving two major interrelated goals:

- 1. Foster an environment of wellness that increases students’ awareness of their own mental, physical, and financial health.**
- 2. Provide students with support programs to enhance their student experience and increase their sense of academic health and wellness.**

The key areas of mental, physical, financial, and academic health are the building blocks of this QEP.

Each goal includes focus points or objectives that broaden the opportunities to improve student success

and wellness and ultimately allow students to achieve their personal and professional goals. Expanding institutional culture is a lengthy process requiring commitment from leadership and a broad interest and dedication from students and faculty. This QEP was constructed to facilitate this cultural expansion and enhance the course of our student success and wellness through the creation of the Office of Student Success and Wellness (OSSW).

INTRODUCTION

Overview of LSUHSC-NO

LSU Health Sciences Center–New Orleans (LSUHSC-NO) is a major health sciences center with six schools whose educational, research, service, and clinical programs significantly benefit the greater New Orleans area, the state of Louisiana, and the region. This history started in 1931 with the School of Medicine in 1931. A profile of each school is provided below and illustrated in Figure i.

- The School of Medicine (SOM) has nearly 800 students and has graduated more than 11,000 physicians, with more than half of them remaining in Louisiana to practice. There are also more than 900 resident physicians and fellows in training in more than 65 graduate medical programs directed by the SOM.
- The School of Graduate Studies (SGS) has an enrollment of approximately 60 students across eight doctoral- and master’s-level programs in the basic and biomedical sciences as well as emerging areas such as bioinformatics.
- The School of Dentistry (SOD), the only dental school in the state of Louisiana, is unique among its peers in the country, offering degrees in dentistry, dental hygiene, and dental laboratory technology. Three out of four dentists and dental hygienists practicing in Louisiana are graduates of the SOD, which has an average enrollment of 430 students.
- The School of Nursing (SON) is ranked among the top 10 nursing schools in the country – and fourth among public schools of nursing – with an enrollment of nearly 1,000 students pursuing baccalaureate, master’s, and doctoral degrees.
- The School of Allied Health Professions (SAHP) includes both undergraduate and graduate programs, including audiology, occupational and physical therapy, physician assistant studies, and speech-language pathology. The average enrollment in the SAHP is 380.
- The School of Public Health (SPH) was established in 2003 and is the only public school of public health in the state. The SPH has approximately 225 students in undergraduate, master’s,

and doctoral programs.

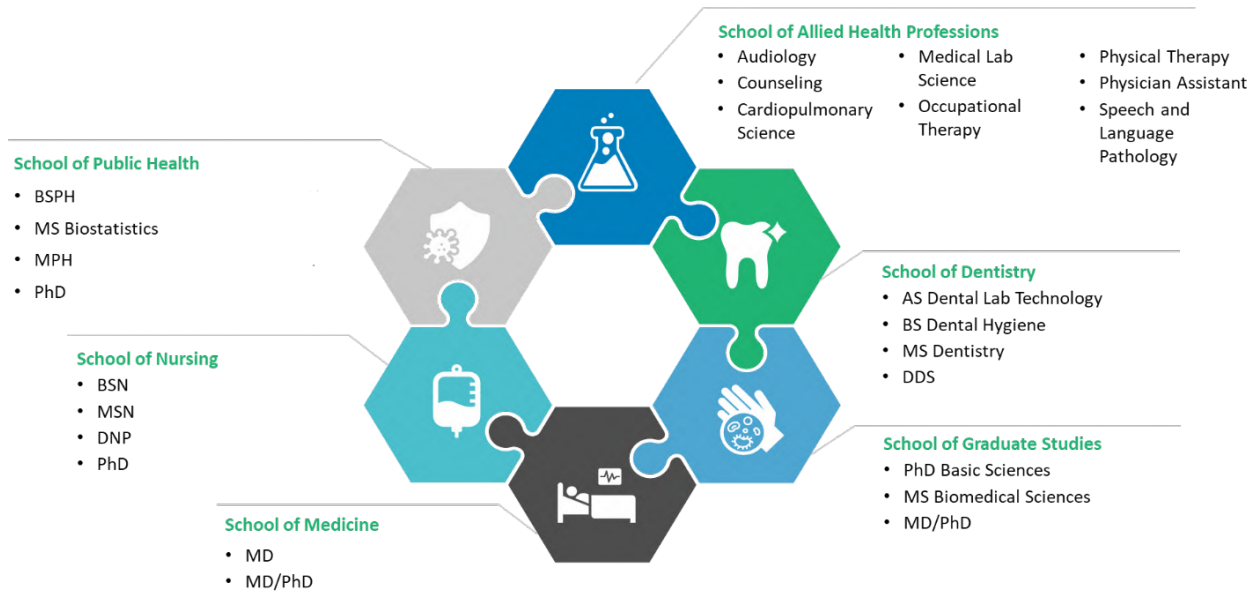


Figure i. LSUHSC-NO Schools and Degree Programs

Overview of the QEP

This document details the extensive and comprehensive process that LSUHSC-NO took to develop its plan to improve student success and wellness. Many components were considered when developing this QEP, such as the campus and community culture, values, vision, and mission to educate the future health professions workforce.

Chapter 1: Topic Selection and Development

Chapter 1 describes the institutional process that led to the QEP topic selection. As the chapter explains, the process was part of the university’s ongoing and comprehensive institutional planning efforts, including the development of the most recent strategic plan, *People Centered, Health Focused, 2024-2028*. In addition, needs-assessment surveys of students, faculty, and staff directed and refined the topic selection.

Chapter 2: Literature Review and Needs Assessment

Chapter 2 details the literature review and research into student success and wellness, as well as identification of a conceptual framework for wellness. In addition, this chapter highlights the existing resources available at LSUHSC-NO before discussing the areas of need identified for expansion.

Chapter 3: Be Well: Student Success and Wellness

This chapter outlines the Quality Enhancement Plan’s concrete, quantifiable goals and objectives focused on improving student outcomes at LSUHSC-NO. We establish specific metrics to assess how enhanced student wellness programs - including mental health support, stress-management resources, nutritional guidance, financial resources, and academic support - directly impact academic performance. The chapter details five key student learning and success outcomes.

Chapter 4: Implementation and Timeline

Chapter 4 introduces the specific and measurable actions that will be implemented to reach the stated goals and outcomes. The five-year timeline features specific and achievable year-by-year actions designed to advance the goals of the QEP and the related student learning and success outcomes.

Chapter 5: Personnel and Budget

The fifth chapter provides the organizational chart for the Office of Student Success and Wellness and job descriptions for key positions as well as a detailed budget to hire personnel, procure resources, and develop programs aligned with the proposed QEP goals and student outcomes.

Chapter 6: Plan for Assessment

Chapter 6 addresses the evaluation and assessment tools that will be used to assess and revise goals and outcomes as needed throughout the implementation of the QEP.

Evidence for Compliance

This QEP reflects and affirms the commitment LSUHSC-New Orleans has made to enhance and

improve student success. It describes a topic identified through ongoing, comprehensive planning and evaluation processes that has broad-based support of institutional constituencies. It focuses on plans to improve specific student learning outcomes and student success outcomes. It documents committed resources to initiate, implement, and complete this well-defined course of action. And finally, it includes a plan to assess the achievement of the stated goals and outcomes. LSUHSC-NO used the development of its QEP as an opportunity to demonstrate its commitment to continuous improvement of student learning and student success, the most fundamental role of any institution of higher education. Table i provides a brief overview of the five components addressed by Standard 7.2 and where to find them within this document.

Table i. SACSCOC Standard 7.2 compliance

Standard 7.2	Evidence	Location
A. The QEP topic is identified through ongoing, comprehensive planning, and evaluation processes.	The topic, student success and wellness, was identified through the institutional strategic planning process, which included students, faculty, staff, administration, and community partners. In addition, needs assessments of students, faculty, and staff further refined the topic selection.	Chapters 1, 2
B. The topic has broad-based support of institutional constituencies.	The QEP Steering Committee includes representatives from faculty, staff, students, and administration. The QEP has the support of the Chancellor and Vice Chancellor of Academic Affairs. Listening and information-gathering meetings were held with student groups in each school as well.	Chapters 1, 2
C. The QEP focuses on improving specific student learning outcomes and student success.	The QEP is focused on improving student success and wellness across the institution by achieving two major interrelated goals.	Chapters 1, 3, 6
D. The institution has committed resources to initiate, implement, and complete the QEP.	The QEP provides a detailed budget to hire key personnel, develop programs, and assess the QEP goals and student outcomes.	Chapters 3, 4, 5, 6
E. The QEP includes a plan to assess achievement.	Student learning and success outcomes, service delivery outcomes, target goals, and assessment metrics have been established.	Chapters 3, 6

CHAPTER 1: TOPIC SELECTION AND DEVELOPMENT

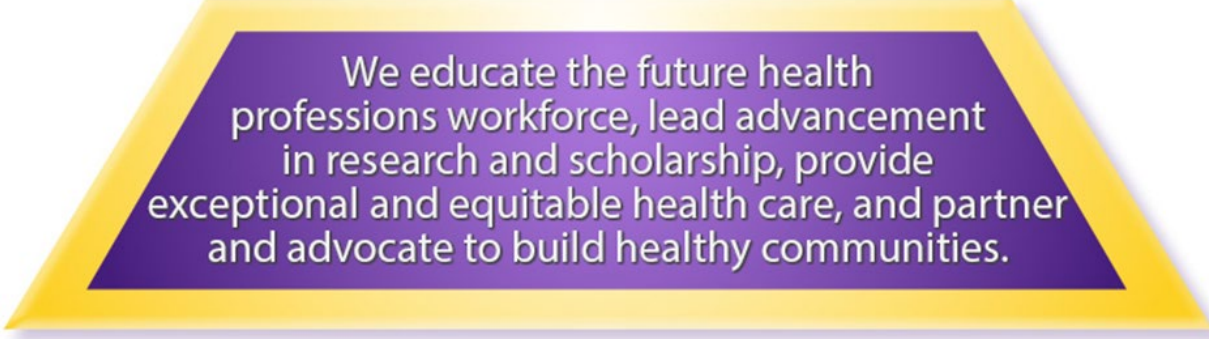
Development of the QEP

In 2023, an extensive strategic-planning process began to refocus the mission and goals of LSUHSC-NO. In collaboration with external consultants and senior leadership, a Strategic Planning Steering Committee was formed to develop a strategic plan that is actionable, measurable, and based on extensive internal and external stakeholder input, acknowledging the core parts of the mission – education, research/scholarship, patient care, and community service.

The committee members and stakeholders participated in several retreats and multiple work group planning sessions. Four mission-focused sessions were organized around research, education, community outreach, and patient care to inform detailed planning activities related to each component of the institutional mission. More than 55 interviews were conducted with nearly 140 individuals, including members of the Steering Committee, department heads and directors, assistant and associate deans, and research center directors, to ensure a broad scope of input into the future planning for growth and ongoing success. An online survey provided opportunities for all faculty, staff, and students to provide input and perspectives on current institutional strengths and challenges, barriers to success, and opportunities to enhance future operations, resulting in more than 450 responses. Research-based analysis included a review of national, state, and regional trends; an evaluation of internal capabilities; and benchmarking against a peer group of 17 comparable and aspirational institutions.

The year-long efforts of this team resulted in *People Centered, Health Focused, 2024-2028*, a revitalized strategic plan with a new mission, vision, values, and goals for the university (Appendix A).

The new mission statement now clearly defines LSUHSC-NO's purpose in connection with its education, research, patient care, and community outreach goals.



We educate the future health professions workforce, lead advancement in research and scholarship, provide exceptional and equitable health care, and partner and advocate to build healthy communities.

The plan defines nine ongoing, comprehensive, and integrated strategies that will allow LSUHSC-NO to achieve its goals and move toward an envisioned future, along with tactics and metrics to track success.

One of the five transformational strategies targets student success: *To design and deliver academic offerings for the next generation of learners and health professions workforce, enabled by contemporary teaching models, interprofessional approaches, and technology.* One of the core priorities of this strategy is to augment student success resources, including academic success, tutoring, career planning, student health, mentoring, and wellness.

Although several successful student services are already in place at LSUSHC-NO (mentioned in more detail in Chapter 2), the Strategic Planning Steering Committee and work groups identified areas of opportunity in services and additional efforts that could greatly increase student success and wellness.

Further, listening sessions and meetings with student groups in each school identified three specific focus areas for further exploration and development: mental/physical health, financial health, and academic health.

QEP Leadership and Committee

In early 2024, the Vice Chancellor for Academic Affairs appointed a QEP Steering Committee that included faculty, staff, and student representatives from each school of the Health Sciences Center. The members of the committee were identified based on input from deans and faculty. Student members were identified by the committee faculty representatives from each school. This initial committee continued the discussions initiated by the Strategic Planning work groups and refined the topic,

resulting in the QEP “Be Well: Student Success and Wellness.” Once the topic was finalized, representatives from the offices of Student Financial Aid, Student Advocacy/Title IX, and Institutional Effectiveness, as well as the Department of Communication Disorders, Campus Assistance Program (CAP), and the School of Nursing Academic Success Program were added to the QEP Steering Committee. (Appendix B)

Collecting Data and Talking with Stakeholders

In the spring of 2024, the QEP Steering Committee developed surveys that were distributed to leadership, faculty, staff, and students via email, digital display, and flyers. The surveys include student needs assessments and the Wellness Inventory for Students and Employees (WISE) (Appendices C, D). The surveys requested feedback on existing services as well as additional services respondents would find most helpful. Table 1.1(a) shows the existing campus-wide programs reviewed in the survey, while Table 1.1(b) lists the programs/services that were most frequently cited by students as resources they would find most useful for their success.

Table 1.1 Current Programs and Opportunities for Expansion for Student Success

1.1(a). Current Programs	1.1(b). Opportunities for Expansion Reported by Students
Academic & neuropsychological assessment referrals	Time management
Campus Assistance Program	Study skills
Department of Communication Disorders	Writing skills
Free off-campus counseling	Long-term counseling
Office of Disability Services	On-campus psychological and psychoeducational assessment
Peer Advocate Liaisons (PAL)	Financial education
Student Health	Nutritional education
Wellness Center	Career and professional development

The feedback received from stakeholders showed that while students find the existing resources valuable,

there are opportunities to expand services and resources that students think would benefit their overall academic success. One area identified as a critical need is a central office for student success and wellness. While two of the six LSUHSC-NO schools employ academic success professionals, this resource is not available to students across all six schools. The development of the Office for Student Success and Wellness would not replace the existing programs but expand these resources to all students.

As detailed in Table 1.2, the QEP Steering Committee identified two goals, along with specific objectives, and outcome measures for the Quality Enhancement Plan. Although the QEP goals and objectives will focus and track first-year students, these services will be available to all LSUHSC-NO students. These will be discussed in more detail in chapters 3 and 4.

Table 1.2. Goals, Objectives, Outcomes, and Targets

Goal 1: Foster an environment of wellness that increases first-year students’ awareness of their own mental, physical, and financial health
<p>Objective 1.1:</p> <p><u>Student Success Outcome 1.1:</u> First-year students will participate in a mental-health activity to increase effective stress-management techniques.</p> <p><u>Service Delivery Outcome 1.1:</u> An 8-week mindfulness course will be offered two times per year (Fall and Spring).</p> <p><u>Target 1.1.1:</u> 20% annual growth in first-year students’ participation in at least two sessions of the 8-week mindfulness course.</p> <p><u>Target 1.1.2:</u> 80% of first-year students who participate in at least two sessions of the 8-week mindfulness course will report an improvement in their stress level.</p>
<p>Objective 1.2:</p> <p><u>Student Success Outcome 1.2:</u> First-year students will report one new healthy lifestyle choice after attending an Office of Student Success and Wellness program or service.</p> <p><u>Service Delivery Outcome 1.2:</u> Fitness Fridays, in conjunction with the Wellness Center, will be held the first Friday of each month to promote physical fitness and healthy lifestyle choices.</p> <p><u>Target 1.2.1:</u> 20% annual growth in first-year students’ participation in Fitness Friday.</p> <p><u>Target 1.2.2:</u> 80% of first-year students who participate in Fitness Friday will report having adopted a healthy lifestyle choice.</p>
<p>Objective 1.3:</p> <p><u>Student Success Outcome 1.3:</u> First-year students will report a better understanding of their personal financial health.</p> <p><u>Service Delivery Outcome 1.3:</u> Access to the financial planning platform, iGrad, will be provided to students.</p>

Target 1.3.1: 20% annual growth in first-year students’ use of iGrad.

Target 1.3.2: 80% of first-year students who participate in the financial-planning platform will report an improvement in their understanding of their financial health.

Assessment Methods: LASSI, iGrad and surveys

Goal 2: Provide students with support programs to enhance their student experience and increase their sense of academic health

Objective 2.1:

Student Learning Outcome 2.1: First-year students will engage in peer-to-peer tutoring sessions.

Service Delivery Outcome 2.1: Peer-to-peer tutoring platform, Knack, will be provided to all first-year students.

Target 2.1.1: 20% of first year students who are referred to Knack will request at least one peer-to-peer tutoring session.

Target 2.1.2: 80% of first-year students who receive Knack tutoring will report increased confidence in tutored material.

Objective 2.2:

Student Learning Outcome 2.2: First-year students will demonstrate knowledge of metacognition and evidence-based learning strategies.

Service Delivery Outcome 2.2: Provide programs and services focused on metacognition, test taking, time management, and evidence-based learning strategies.

Target 2.2.1: 20% annual growth in first-year students’ participation in at least one program or service focused on academic performance.

Target 2.2.2: 80% of first-year students who participate in an academic program or service will report an improvement in their academic health.

Assessment Methods: LASSI (pre- and post-test) and surveys

This QEP Steering Committee originally identified three key areas for student success and wellness (Figure 1): academic health, mental/physical health, and financial health. However, these were consolidated into two main areas of focus: academic health and mental/physical health, with five objectives between them. Financial health was integrated into the mental/physical health goal, recognizing that financial wellbeing is a significant factor in mental health.

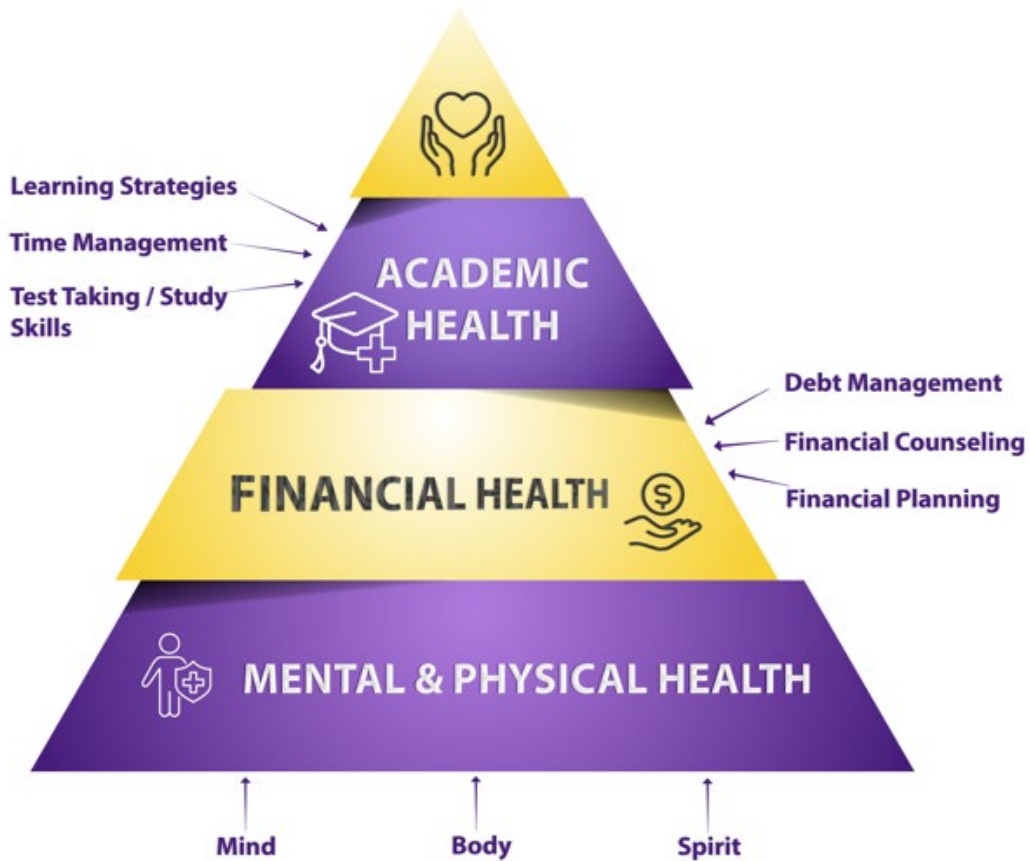


Figure 1. Academic Health, Financial Health, and Mental and Physical Health

Summary

Through institutional strategic planning and active engagement of the QEP Steering Committee, LSUHSC-NO identified the QEP topic, “Be Well: Student Success and Wellness.” The Steering Committee engaged the entire community of faculty, staff, and students, who played a key role in identifying the areas most needed to enhance student success.

CHAPTER 2: LITERATURE REVIEW AND NEEDS ASSESSMENT

Background and Literature Review

The health and wellness of health-professions students are affected by the demands of today's academic environment. Burnout has become a crisis in healthcare professions, which begins among healthcare trainees (Boone et al., 2024). To address these demands, academic wellness programs are needed to promote positive student health outcomes. Depression and anxiety are among the highest concerns, with 71% of adults aged 18 and older experiencing at least one symptom of stress, such as headache, feeling overwhelmed, or feeling anxious (Center for Disease Control and Prevention, Mental Health in the Workplace, 2018). Health-professions students are no exception. In fact, depression, anxiety, and distress are higher within the health professions compared to peers in other professions.

The literature shows that physicians and nurses experience depression, substance use, and suicidality at higher rates than those in the general population (Sklar, 2016; Cecere et al., 2023). Zisook et al. (2022) state that healthcare worker distress, from burnout and depression to suicide risk, is a serious threat to all involved in healthcare delivery as well as those who receive care. Physician burnout starts as early as medical school (Brazeau et al., 2024). Between 5 and 10% of nurses, medical students, resident physicians, and practicing physicians experience suicidal ideations at any given time (Dyrbye et al., 2008; Davidson et al., 2020), and suicide is the leading cause of death among male resident physicians and the second leading cause of death among female resident physicians (Yaghmour et al., 2017).

One study conducted in 2020 with 17 emergency-medicine programs in Canada aimed to understand how wellness initiatives and programs track student wellness and success. Per Lim et al., of the 17 universities “only 37% of all programs currently track physician wellness in any manner.” Likewise, just 12% of all programs in the study track physician wellness on a regular basis (2020). Findings from this study highlight the lack of and needed attention to tracking the improvement provided by student wellness programs. This provides a university setting, such as LSUHSC-NO, a prime opportunity to expand on current resources using a holistic approach. Education, supportive social and physical

environments, and resources all play a role in holistic wellness. LSUHSC-NO’s QEP “Be Well: Student Success and Wellness” will focus on two important aspects of student wellness:

1. **Mental, Physical, and Financial Health:** Within this component, the focus will be to improve outcomes related to the mind, body, and spirit, including stressors related to financial health.
2. **Academic Health:** Here the focus will be metacognition, time and stress management, test-taking skills, study skills, and tutoring.

Defining Wellness and Identifying a Conceptual Framework

Student input plays a vital role in developing effective wellness programs. Research by Brunner and colleagues (2020) demonstrates this through their study of a first-year student-led wellness committee at the University of Tennessee Health Science Center. Their findings reinforce that incorporating student perspectives and feedback is crucial for creating successful wellness initiatives.

The QEP Steering Committee encountered two main challenges as it began its work to enhance student wellness at LSUHSC-NO. The first challenge was defining what wellness is among our students and how it fits within our institution. The second challenge was identifying a theoretical framework from which to work.

The CDC defines wellness as a process of learning and making choices to live a healthier lifestyle. Well-being is defined as how people feel, how they function both on a personal and social level, and how they evaluate their lives (Workplace Wellness Promotions, CDC, 2024). The QEP Steering Committee chose to adopt the wellness definition – the process of learning and making choices to live a healthier lifestyle – as it fits better with its goals for student success.

The National Institute of Health (2022) defines emotional wellness as the ability to successfully handle life’s stressors and adapt to change and difficult times. Gawlik et al. (2024) suggest teaching students breathing exercises, providing emotional pulse checks, practicing gratitude, positive reframing, and therapy. A physically well person can engage in activities without experiencing undue fatigue or

exhaustion. The average adult spends 50 to 70% of their time sitting, and research states that people who sit the most increase their risk of diabetes and cardiovascular events by 112% and 147%, respectively (Young et al., 2016). The physical dimensions of wellness incorporate many self-care behaviors including sleep, nutrition, exercise, personal habits, and health care.

Financial stress is a significant problem for college students. Financial stress has been linked to a range of negative academic outcomes, including lower grade point averages, higher likelihood of dropping out, extended time to degree completion, food insecurities, and poor mental health outcomes (Moore et al., 2021; Oh et al., 2022).

Gawlik et al. (2024) in their article “Integrating wellness into curricula using the ten dimensions of wellness as a framework” outline the importance of career, creative, digital, emotional, environmental, financial, intellectual, physical, social, and spiritual wellness when developing a holistic wellness program. Based on the data the Steering Committee collected, LSUHSC-NO focused on three areas of need: mental/physical health, financial health, and academic health.



Figure 2.1. Interrelation between academic, mental & physical health, and financial health

As depicted in Figure 2.1, the interrelation between academic, mental and physical, and financial health creates a comprehensive framework for understanding and promoting student success and wellness

(Forrester et al., 2020). When viewed holistically, these three domains function as interconnected circles that mutually reinforce one another while also having the potential to create cascading effects when one area experiences challenges (Smith & Johnson, 2019). Academic performance is tied to both mental and physical wellbeing and financial stability. Students who are experiencing anxiety, depression, or physical health issues may struggle to maintain focus and engagement in their studies, while financial stressors can force students to work excessive hours that detract from academic preparation and rest (Chen et al., 2021). Conversely, academic difficulties can trigger mental health challenges and impact financial aid eligibility (Williams, 2022). Physical and mental health maintenance such as regular exercise, proper nutrition, and adequate sleep support both cognitive function and emotional regulation (Anderson & Lee, 2020). Financial health acts as a foundational element that can either enable or constrain students' ability to access healthcare, maintain proper nutrition, participate in enrichment activities, and focus on their studies without excessive external employment (Thompson et al., 2021). Developing metacognitive skills and effective learning strategies can enhance academic performance, thus completing the holistic framework. (Medina, et. al, 2017). LSUHSC-NO recognizes these three areas as the core components of the Quality Enhancement Plan, developing integrated support systems and interventions that address student needs comprehensively rather than treating each domain in isolation (Garcia & Martinez, 2023). This theoretical framework suggests that maximum impact on student success can be achieved through coordinated efforts that acknowledge and leverage the relationships between academic achievement, mental and physical wellness, and financial stability (Brown et al., 2022).

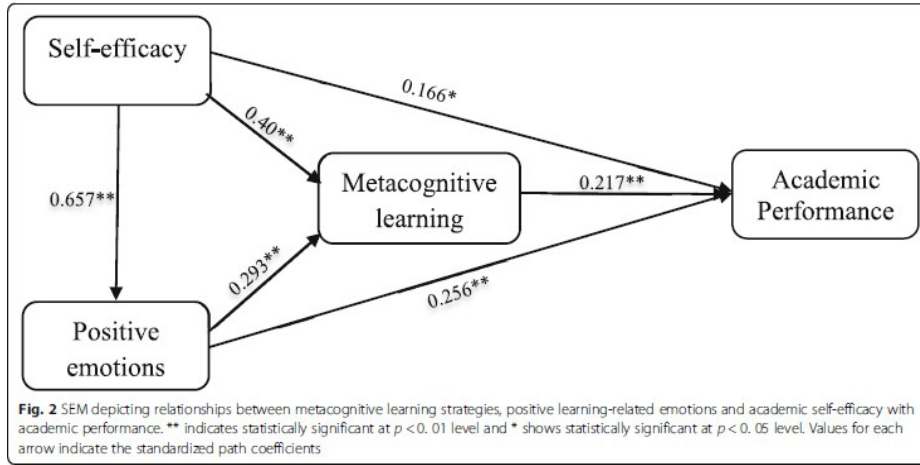


Figure 2.2. Relationship between metacognitive learning strategies, positive learning-related emotions, and academic self-efficacy with academic performance (Hayat et. al., 2020)

Campus-Wide Existing Resources

APRIL

APRIL (Academic Performance Resources in LSUHSC- New Orleans) is an umbrella of student services under the direction of the Vice Chancellor for Academic Affairs. Funding for many of these services comes from Student Health fees and student health insurance. Information is provided to students that outlines the services available, the providers, and their contact information. Students may choose to contact any of these service providers directly or seek information through their Office of Student Affairs. These services include the Campus Assistance Program (CAP), Student Health, off-campus professional counseling, psychological and neuropsychological referrals, Department of Communication Disorders services, the Wellness Center, PAL (Peer Advocate Liaison Program), and the Office of Disability Services.

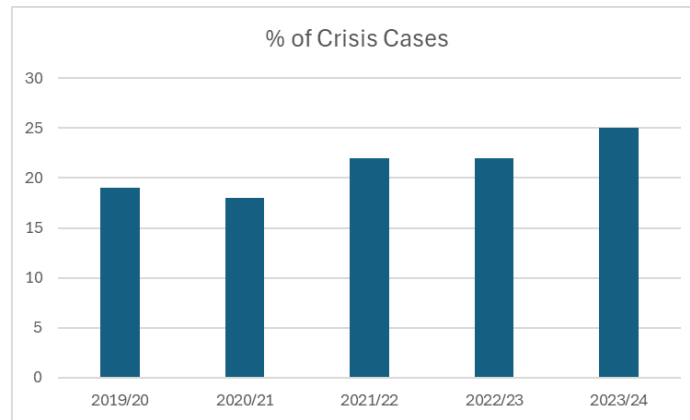
Campus Assistance Program

The Campus Assistance Program (CAP) is an internal Employee Assistance Program for the Health Sciences Center. The mission of CAP is to support the mental, emotional, and physical wellness of students, residents, faculty, staff, and immediate family members to promote the overall health and

effectiveness of the LSUHSC-NO community. CAP is a free service provided by LSUHSC-NO to assist in resolving personal, academic, or work-related problems. Those enrolled or employed with LSUHSC-NO programs on-campus or off-site also have access to CAP services. The basic services include brief counseling (up to three sessions), problem assessment, referral services, and a 24-hour crisis line.

Utilization of the Campus Assistance Program supports the numbers discussed in the literature review earlier in this chapter. Table 2.1 shows that from 2019 to 2024, crisis calls as a percentage of new student cases increased from 18.7% to 24.4%, representing a 5.7 percentage point increase. This trend demonstrates a need for preventive stress-management programs that could help students seek support before reaching crisis points.

Table 2.1. Crisis Case Calls to CAP



Wellness Center

At LSUHSC-NO, our new Wellness Center offers cutting-edge equipment to support the physical and mental wellbeing of our community, recognizing how fitness and wellness directly contribute to academic success. Currently, there are 1,495 (55%) students registered with the Wellness Center, and it’s approximated that 40% are regular users. The LSUHSC-NO Wellness Center gives students, faculty, staff, and their families access to cardiovascular equipment such as treadmills, bikes, ellipticals, rowers

and Adaptive Motion Trainers (AMT), selectorized weight equipment, plate-loaded/free weights, instructor-led group exercise classes, fitness assessments and exercise orientations, self-defense classes, pickleball classes, and video on-demand exercise classes. The center offers one-on-one personal training and nutritional information through certified trainers – all as a benefit to LSUHSC – NO faculty, staff, residents, students, and family members.

WellSpot and Wellness Inventory for Students and Employees

The LSUHSC-NO Wellness Committee and the Campus Assistance Program worked collectively with the Louisiana Department of Health to earn a Level 1 WellSpot. Level 1 WellSpot designations are given to organizations and universities that have demonstrated a commitment to ensuring employees and/or students can work and learn in a healthy environment. To earn the WellSpot designation, LSUHSC-NO implemented several policies designed to improve the health of its workplace and academic setting, including:

- Tobacco Free Policy: This prohibits the use of all forms of tobacco products and electronic vaping devices on LSUHSC-NO property, including parking lots and university vehicles.
- Tobacco Cessation Programs: LSUHSC-NO encourages students, faculty, and staff to quit using tobacco. Research has shown that most tobacco users benefit from counseling, medications, and social support to quit. Cessation programs are included in employee health plans.
- Lactation Friendly Workplace: LSUHSC-NO supports breastfeeding employees with time and designated spaces to express milk.
- LSUHSC-NO Wellness Center, Campus Health Clinic, and Campus Assistance Program
- Healthy snack choices in vending machines
- Healthy meeting options: In addition to healthier snack options, LSUHSC-NO encourages walking meetings and other innovative ways to get moving throughout the day.

LSUHSC-NO's designation as a WellSpot illustrates its commitment to the health of our campus and our community. Annual assessment is required to continue this designation. The Wellness Inventory for

Students and Employees was developed to accomplish this.

The Wellness Inventory for Students and Employees (WISE) is a model developed by the LSUHSC-NO Wellness Committee to assess the health and wellness of students and employees. The WISE model has key areas of focus, including being a tobacco-free workplace; incorporating breastfeeding-friendly policies; promoting the worksite wellness program; promoting the internal Employee Assistance Program (CAP); educating on the importance of sleep hygiene, exercise, and healthy eating; promoting healthy nutrition; and providing consistent health messaging and education on the promotion of health screening. The WISE model, which collects annual feedback from employees and students, is tasked with developing and maintaining a holistic wellness program to promote emotional health and wellness, academic success, and ultimately improve student outcomes.

Hunger-Free Campus

The Louisiana Board of Regents created the Hunger-Free Campus designation and grant program to recognize campuses that have established critical student services around hunger and related food insecurities. A Hunger-Free Campus initiative began at LSUHSC-NO in the fall of 2024 under the direction of the Vice Chancellor for Academic Affairs. A sub-committee of the LSUHSC Wellness Committee was created to take a comprehensive approach to addressing food insecurity among our students and staff, recognizing that hunger should never be a barrier to education. This program has multiple strategic components, including creating and operating an easily accessible food pantry on campus, designating staff to assist students in enrolling in federal and state food assistance programs like SNAP through the Campus Assistance Program, and creating awareness campaigns to reduce stigma around food insecurity. The initiative will also involve partnerships with local food banks and community organizations to ensure sustainable food sources, while establishing emergency grants or voucher systems for students facing immediate food crises. The Hunger-Free Campus program will create an environment where every student has reliable access to nutritious food so they can focus on their academic success and personal wellness. WISE Survey findings, such as those presented in Table

2.2, spurred LSUHSC-NO leadership to expand student support initiatives, building upon existing programs with enhanced services and resources.

Table 2.2. WISE Survey 2024 findings: Hunger-Free Campus



Interactive Screening Program

To strengthen our ability to reach employees and students who may be experiencing depression, LSUHSC-NO utilizes the American Foundation for Suicide Prevention’s Interactive Screening Program (ISP). Addressing barriers to mental health is a big part of preventing suicide. The Interactive Screening Program breaks those barriers with a proven combination of outreach, screening, and treatment engagement. The ISP is an online, anonymous screening tool that incorporates the PHQ-9 to flag for a potential depression diagnosis by utilizing tier designation criteria indicating severity of depression, which guides the counselor when making recommendations and providing resources. Mortali and Moutier (2018) describe the ISP as an individualized and interactive approach where a designated counselor reviews and responds to each participant’s questionnaire and provides a confidential response on the secure ISP website. This anonymous process is designed to reduce individual barriers, process participants’ concerns about the implications of receiving help, and engage them in mental health services. The ISP is a best practice approach supported by several national organizations/agencies such as the U.S. Surgeon General, American Hospital Association, Accreditation Council for Graduate Medical Education, and the National Academy of Medicine Clinician Well-Being Collaborative’s

National Plan for Health Workforce Well-being (American Foundation for Suicide Prevention, 2023).

The ISP assigns all participants with a tier level indicating severity of distress:

- 1A: severe distress with suicidal ideations
- 1B: severe distress without suicidal ideations
- 2: mild to moderate distress
- 3: little to no distress

The ISP aims to promote wellbeing across LSUHSC-NO’s academic community of 6,600 faculty, staff, residents, and students. Tables 2.3 and 2.4 present data from 128 community members who participated in the ISP during 2023-2024, representing approximately 2% of the LSUHSC-NO community. While all participants categorized as 1A or 1B (75%) receive resources, these data may not fully represent the broader community’s wellness needs. LSUHSC-NO and the Campus Assistance Program continues working to increase ISP participation and gather more comprehensive data about distress levels across the LSUHSC-NO community.

Table 2.3. Distress levels among LSUHSC-NO employees and students who completed the ISP.

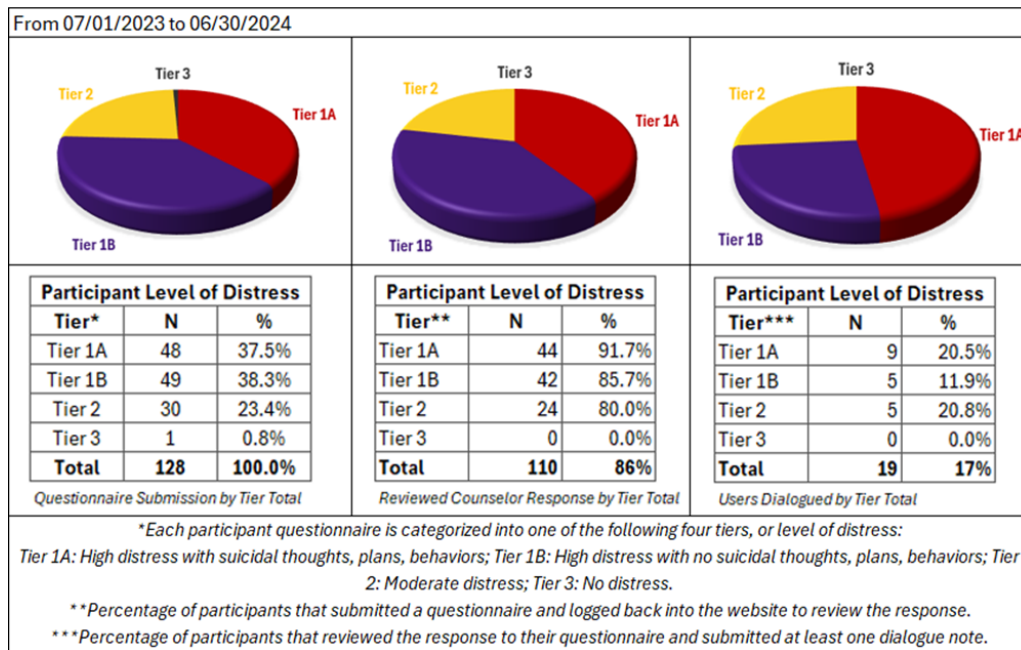


Table 2.4 ISP Distress Levels

Participant by Position		
Position	N	%
Student	74	57.8%
Resident	9	7.2%
Faculty/Staff	43	33.5%
No Answer	2	1.5%
Total	128	100.0%

Position by Tier Placement					
Position	1A	1B	2	3	Total
Student	32	32	10	0	74
Resident	1	5	3	0	9
Faculty/Staff	15	10	17	1	43
No Answer	0	2	0	0	2
Total	48	49	30	1	128

Seventy-five percent of those who completed the ISP in academic year 2023-24 were in distress at the time they completed this survey. Sixty-four (86.4%) of the 74 students who completed the survey were in distress, whereas 32 (43.2%) were experiencing thoughts of self-harm or suicide at the time they completed this survey. Twenty-eight (37.8%) of the 74 students reported academic stress as a contributor. This data, in coordination with the information collected in the needs assessments, show the need for the enhanced student wellness addressed in this QEP.

School-Based Academic Resources

Currently, LSUHSC-NO provides academic support services in a decentralized format with each school addressing its students’ needs directly. For example, the School of Nursing employs two academic success coordinators and the School of Medicine employs a learning specialist. During the 2024 calendar year, the first full year with two Academic Success Coordinators, the SON academic success program had 440 total appointments with 232 discrete undergraduate students. This translates into 21.1% of the 1,100 enrolled undergraduate nursing students receiving supplemental academic support. Services include teaching students’ evidence-based learning strategies, including metacognition, retrieval practice, spaced repetition, time management, text-anxiety management, and other self-management strategies. The SOM hired a full-time Learning Specialist in May 2024 to serve as academic support to medical students. Between May 2024 and December 2024, the Learning Specialist had 170 appointments with 90 medical students, including 50 first year students, 16 second years, 21 third years, and 3 fourth years. Just over 11% of medical students received academic support services over that seven-month period.

The School of Nursing has partnered with Knack Technologies Inc., a peer-tutoring platform since the spring of 2023. Since this partnership began, the growth and continued utilization of the program have shown that students value the service and believe it is helping them achieve their desired level of academic success. During the spring of 2023, seven tutors provided peer tutoring to 30 students. One year later, these numbers were significantly higher. During the spring of 2024, 29 tutors provided peer tutoring to 127 students, a participation increase of 10.65% during the first year. In the fall of 2024, the numbers were similar with 37 tutors providing peer tutoring to 114 students, accounting for 948 contact hours.

	# Tutors	# Students tutored	# Sessions	Contact Hours	% of total enrollment
Spring 2023	7	30	179	315	3.26%
Spring 2024	29	127	733	1,187	13.91%

The year-to-year growth trend has continued as of the time of this writing. In total, 55 tutors have provided peer tutoring to 252 students for a total of 1,753 sessions, accounting for 3,149 contact hours. Additionally, the use of Knack has enabled a wide reach of peer tutoring services over geographic and time perspectives. These peer tutoring sessions took place both online and in person, with 67% of sessions completed virtually through the platform and 33% in person. Furthermore, 35% of sessions were completed outside of normal business hours.

The QEP initiative will coordinate services and resources across the institution, including using tools to help identify individual and aggregate student success needs.

Needs Assessment Results and Areas for Expansion

The services currently available at LSUHSC-NO are integral to student success, but opportunities exist for expansion campus wide. These areas of opportunities were identified by the QEP Steering Committee through data collected from students and faculty. Themes were identified, the most common of which included assistance with time management and study skills, writing skills, and test-taking skills; career

and professional development; emotional intelligence; nutrition and healthy behaviors; and debt management and financial planning and counseling. Table 2.5 highlights the most common areas of opportunities for services reported by both students and faculty. These themes were identified in the closed- and open-ended questions in the needs-assessment surveys conducted in 2024.

Table 2.5. Common themes related to opportunities for services reported by students and faculty

Student Common Themes	Faculty Common Themes
Tutoring, academic resources, study skills Career services Group activities (Wellness Center and student organizations) Financial planning Nutritional education Time-management skills Stress-management skills	Increase activities/student organizations to bring the whole campus together More information on well-rounded wellness and how faculty can assist students Need for academic success center and career-planning services

Mental & Physical Health Needs

The student needs assessment defined the needs in the services currently provided. Sixty-two percent of undergraduate students reported they would like to see more physical fitness programs, 40% reported they would like to have stress-management workshops, and 34% stated they are most interested in nutritional advice. Graduate-level students reported physical fitness programs (50%), mental-health counseling (37%), and nutritional advice (35%) among their top requests. Table 2.6 shows the wellness programs in which the students are most interested.

Table 2.6. “What Wellness Programs are you most interested in? (Mark all that apply.)”

Undergraduate Percentage of Respondents		Graduate Percentage of Respondents	
Physical Fitness Programs	62%	Physical Fitness Programs	50%
Stress Management Workshops	40%	Mental Health Counseling	37%
Nutritional Advice	34%	Nutritional Advice	35%
Mental Health Counseling	33%	Stress Management Workshops	30%
Peer Support Groups	25%	Peer Support Groups	17%

Additionally, through the WISE survey LSUHSC-NO identified several areas of enhancement to promote student success. Figures 2.3 and 2.4 display a sample of comments from the 2024 survey regarding mental health and student success:



Figure 2.3. WISE Survey Mental Health and Student Success Comments



Figure 2.4. WISE Survey Student Success Comments

The LSUHSC-NO needs assessment survey asked students, “What wellness programs are you most interested in?” Students were allowed to select all that applied. Forty percent of the undergraduate students surveyed and 30% of the graduate students surveyed responded that they are interested in stress- management workshops.

Forty-eight percent of faculty surveyed reported that mental health and wellness support is a significant factor for student success. Free-response answers to the question, “What additional wellness resources or programs do you think would benefit students?” included wellness workshops, the need to embrace wellness campus wide, and credited wellness courses with instruction, resources, and community-building exercises.

Student Well-Being Rating

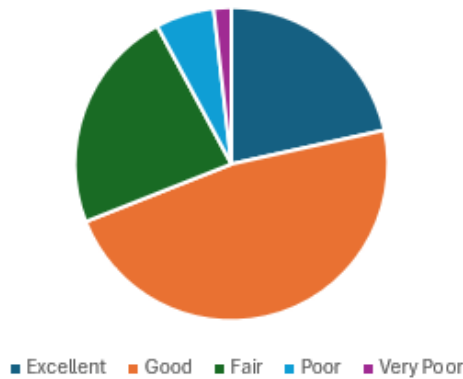


Figure 2.5. Student rated wellness

In the needs assessment survey, 497 (18%) students rated their overall wellness since starting their academic program (Figure 2.5). Just over 30% of students reported their overall wellness as fair, poor, or very poor. While most students reported their overall wellness as excellent or good, nearly one-third of students reported lower levels of wellness. Students reported that one of the biggest challenges they face in achieving academic success and wellness is high stress. When asked, 48% of faculty and 55% of staff in their respective needs assessment surveys identified mental health and wellness support as having significant effects on student success. Faculty also report transition into school, high stress, finding

balance, difficulty prioritizing, lack of organization, lack of self-awareness, and fear of asking for help are some of the challenges affecting students' academic success and wellness.

Mindfulness-Based Interventions

Taking this into account, the QEP Committee proposed mindfulness resources to address many of these challenges. According to the American Psychological Association, mindfulness can be defined as, “awareness of one’s internal states and surroundings.” Additionally, the APA states, “Mindfulness can help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them” (American Psychological Association, n.d.). According to Creswell et al., mindfulness-based interventions (MBIs) “train two stress reliance pathways in the brain: the regulatory pathway and the reactivity pathway” (2019). Mindfulness-based programs have received more attention in academia over the past several years for the promotion of interpersonal development, self-awareness, self-regulation, and the improvement of academic performance (Mettler et al., 2023). By practicing mindfulness, a person can retrain their brain and have better control of their stress reactions and how they perceive the world around them.

Mindfulness-based interventions, specifically Mindfulness-Based Stress Reduction (MBSR) courses, have been proven to help medical students with long-term management of stress, anxiety, and burnout (Boone et al., 2024). A 2021 study conducted on pre-clinical medical students tested how an MBSR course affected their stress and academic success. The findings showed that students who participated in the MBSR course experienced a decrease in stress. The decrease in stress lasted during the course and for at least six months after its completion (Lampe & Müller-Hilke, 2021). Another study published in 2023 conducted with 41 medical students showed a significant decrease in the students' anxiety after taking an MBSR course. The study also highlighted the importance of students' attendance and the correlation between attendance and a decrease in stress and anxiety. Mettler et al. (2023) reports one advantage in implementing mindfulness-based programs in an educational setting is to provide

opportunities to reach students broadly, while focusing on skill-building, coping strategies, and reducing the potential for stigmatization that prevents students from seeking help.

In reviewing mindfulness for this QEP, the Committee identified several health sciences institutions that provide mindfulness to assist in student success.

- UCLA Health’s Mindfulness Education Center offers many topics on mindfulness including self-compassion, working with judgments, obstacles to meditation, dealing with difficult emotions, mindfulness in challenging times, and the spectrum of awareness.
- Columbia University Irving Medical Center Well-Being and Health Promotion Programs offers daily guided mindfulness meditation to help build meditation practices.
- The University of South Carolina’s Student Health and Well-Being office promotes the importance of mindfulness in working through anxiety, chronic pain, depression, eating disorders, health concerns, panic attacks, and sleep disturbance.

The benefits that LSUHSC-NO students may see from mindfulness-based stress reduction, including improved focus, improved emotional regulation, increased cognitive flexibility, and decreased stress and anxiety, can lead to improved academic performance, better emotional control for more effective studying and test taking, and improved concentration (Holzer & Posner, 2015, Shapiro et al., 2011, & Regehr et al., 2013).

Nutrition

LSUHSC-NO also understands the important role nutrition plays in overall health and wellness. The adage is true; food *is* medicine. What we eat every day can have a profound impact on our overall health and wellness. Proper nutrition can improve:

- Cognitive function: A well-balanced diet combined with physical activity has been proven to improve and maintain cognitive function in children and adults. Nutrients such as omega-3 fatty acids, zinc, iron, and B vitamins all support essential brain function.

- Energy to stay focused: Food provides the fuel our brains and bodies need to perform daily activities. A balanced diet gives us the energy to stay alert and focused in the classroom or lab and when studying for exams.
- Academic performance: Proper nutrition is associated with better academic performance.
- Disease prevention: A balanced diet can help prevent multiple diseases, including heart disease, diabetes, obesity, and certain types of cancer. It is recommended that individuals consume a variety of healthy, nutrient-dense foods including vegetables, fruits, grains, dairy, and lean proteins. Nutrients like plant-based antioxidants, soluble fiber, and omega-3 fatty acids also lower risks.
- Immune function: Foods rich in vitamins and minerals, including vitamins A, C, D, and zinc, boost your immune system.
- Mental health: A balanced diet helps keep our mental wellness in top form. Our brain components, like neurons, myelin, and neurotransmitters, all require adequate nutrients. Certain nutrient deficiencies, like omega-3 fatty acids, vitamin B and iron, have been linked to depression and anxiety.

Financial Health Needs

Financial health plays a crucial role in determining student success and overall wellness in higher education. Research consistently shows that financial stress can significantly impact academic performance and mental health.

The LSUHSC-NO needs assessment asked students, “What types of support services would you find most beneficial?” Students were allowed to select all that applied. Fifty percent of respondents expressed interest in financial-aid advising. Regarding financial counseling, one student said, “I feel rather in the dark and unformed as to all my finances. If the [financial aid office] came just once a semester and spoke deadlines and what to expect, it would ease lots of stress.” Another student stated, “My tax bills have been astronomical every year considering the low stipend I receive as a graduate

student. If I am making \$28,000-\$30,000 annually, it is incredibly stressful to process my taxes and find that I owe \$400-\$700 to the federal government.” These comments are just a few from students expressing concerns related to financial health.

In the needs assessment, faculty were asked, “What types of career readiness and alumni engagement programs would you like to see expanded or introduced?” Suggestions from faculty included financial-planning sessions beginning at admission as well as classes on investments, savings, and practice/business planning.

When researching student financial resources for this QEP, the Committee identified several health-sciences institutions that provide financial literacy resources to assist in student success, including Columbia University, University of Southern California, The Ohio State University, University of Kentucky, and Arizona State University.

LSUHSC-NO understands that financial stress plays a significant role in academic performance. Students who experience financial hardship are more likely to work longer hours, which competes with study time, leading to decreased academic performance (Robb, 2017). Robb (2017) also reports that financial stress correlates with lower GPAs and increased likelihood of dropping courses. Research shows that financial stress is a leading cause of anxiety and depression among college students (Eisenberg et al., 2019), and financial difficulties are a primary reason for student attrition, accounting for approximately 38% of dropouts (Tinto, 2018). Some of the contributing factors include rising costs (such as tuition increases and increases in living expenses), limited financial literacy (such as lacking basic financial-management skills and understanding of loan terms and repayment options), and external pressures (family and work commitments). After implementing first-year financial education, programs have shown a 30% reduction in student loan defaults, higher engagement rates, and improved financial behaviors (Durband & Britt, 2012 & Shim et al., 2017). Financial health is fundamentally intertwined with student success and wellness. Institutions that actively address student financial concerns through comprehensive support programs are more likely to see improved outcomes in student

retention, graduation rates, and overall student well-being.

Academic Health Needs

The LSUHSC-NO needs assessment survey asked students, “What academic resources do you believe need improvement?” Students were allowed to select all that applied. Twenty-three percent of both the undergraduate and graduate students surveyed responded that tutoring and academic support need improvement.

More than 63% of faculty surveyed reported that access to learning resources significantly affects student success. Faculty’s free-response answers to the questions, “What additional wellness resources or programs do you think would benefit students?” and “What improvements or additions in academic resources would enhance student learning?” specifically identified study skills, writing skills, coaching, and tutoring. Faculty identified additional challenges students face, including lack of resources and support, learning disabilities, critical-thinking skills, and fixed mindsets.

Similarly, 50% of staff surveyed identified access to learning resources as significantly affecting student success. When asked, “What improvements or additions in academic resources would enhance student learning?” more than 33% of the staff surveyed recommended a learning center with comprehensive services that includes academic workshops, tutors, student-success coaches, and academic advisors.

Most four-year universities provide robust student success and/or academic success centers. The Center for Academic Success (CAS) on LSU A&M’s campus is nationally recognized by the National College Learning Center Association as a Learning Center of Excellence. CAS services include academic coaching, tutoring, supplemental instruction, and study-skill instruction. Its mission is to cultivate academic resilience through metacognitive development and promote life-long learning by providing innovative services and experiences that support student persistence and achievement.

In reviewing additional programs for this QEP, the Committee also identified several health-sciences

institutions that provide academic support services, including:

- Mayo Clinic of Health Sciences Education’s Office of Wellness and Academic Support offers tutoring, writing support, time management, and study practices.
- University of California-San Francisco Student Support Services include application of effective study strategies, better test preparation, more efficient use of time, understanding of best learning approaches, and better management of test anxiety.
- University of Mississippi Medical Center Office of Student Success offers workshops, tutoring, academic tools and resources, and writing support.

Metacognition and Evidence-Based Learning Strategies

In health-science education, permanent learning is necessary for professional competence and success. Academic goals require students to develop learning strategies and skills that enhance deep learning and extend beyond the classroom and into the clinical setting. Among these is the skill of metacognition. Metacognition, originally defined by James Flavell in the 1970s as “knowledge and cognition about cognitive phenomena.” It includes both metacognitive knowledge and experience and should be incorporated into all aspects of learning (Flavell, 1979). The act of metacognition involves the learner’s planning, evaluating, and monitoring throughout their learning process. Metacognitive knowledge includes the learner’s beliefs about their own learning and can lead to a change in their cognitive goals, tasks, and learning strategies in favor of others the learner believes will be more effective (Flavell, 1979).

Numerous studies point to the vital role metacognition can play in enhancing the academic success, critical thinking, and clinical performance of health-professions students. Metacognitive monitoring leads to an awareness of where students should concentrate their resources of time and attention and which study strategies they should employ (Medina et. al, 2017). In a study published in *Medical Teacher* in 2024 titled “Metacognition in oral health education,” researchers provided a review of literature that suggests that metacognition supports learning in both nursing and pharmacy education,

including the use of metacognitive frameworks that assist nursing students in diagnoses, treatment planning, and mitigating medical errors (Bagga and McKee, 2023). The authors concluded that metacognition “equips [health professions] students with the awareness and self-regulation needed to navigate dynamic and uncertain healthcare environments” (Bagga and McKee, 2023).

A key reason to teach students metacognition is to help them recognize which of their study strategies are effective. In a study designed to identify study strategies used by high-performing medical students, the students consistently reported using retrieval practice and spaced practice (Landoll, et.al. 2021). As illustrated in Table 2.7, the authors noted that other strategies were not spontaneously endorsed but may have been used. These two strategies correspond with the learning techniques having the highest utility across subject areas (Dunlosky et. al., 2013 and Donoghue and Hattie, 2021).

Table 2.7. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques (Donoghue and Hattie, 2021)

Technique	Utility	Learners	Materials	Criterion tasks	Issues for implementation	Educational contexts
Elaborative interrogation	Moderate	P-I	P	I	P	I
Self-explanation	Moderate	P-I	P	P-I	Q	I
Summarization	Low	Q	P-I	Q	Q	I
Highlighting	Low	Q	Q	N	P	N
The keyword mnemonic	Low	Q	Q	Q-I	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I	P	I
Rereading	Low	I	P	Q-I	P	I
Practice testing	High	P-I	P	P	P	P
Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

Note: A positive (P) rating indicates that available evidence demonstrates efficacy of a learning technique with respect to a given variable or issue. A negative (N) rating indicates that a technique is largely ineffective for a given variable. A qualified (Q) rating indicates that the technique yielded positive effects under some conditions (or in some groups) but not others. An insufficient (I) rating indicates that there is insufficient evidence to support a definitive assessment for one or more factors for a given variable or issue.

Other research points to students continued use of ineffective learning strategies and an unsupported belief in the role individual learning styles play in academic success. College learners tend to be overconfident in their study strategies with low correlation between their predicted assessment scores and actual performance (Medina et. al, 2017). A study published in *Medical Teacher* asked, “Do health profession students and faculty report use of evidence-based learning strategies and do the two groups differ in their endorsement of these strategies?” (Piza et. al., 2019). The researchers directly asked about

students' awareness and use of a variety of learning strategies. Schools participating in the study included Harvard Medical School, Florida Atlantic University, Ben Gurion University (Israel), University of Michigan, Central Michigan University, and Medical University of Poland. Many students reported using re-reading, highlighting, and cramming, none of which are evidence-based strategies. Approximately 34% reported using self-testing as a study strategy. Sixty-six percent of the students indicated they were not aware of self-testing as an evidence-based strategy. Approximately half the students surveyed also believed they have a specific learning style, despite the lack of evidence supporting this theory (Piza et. al., 2019).

Piza's study also revealed that more than 30% of faculty continue to recommend non-evidence-based learning strategies to their students, and more than 90% of faculty reported believing that instruction should be matched to students' specific learning styles. In contrast to the learning styles myth, evidence supports the role metacognition, in combination with positive emotions and self-efficacy, plays in academic performance.

Questions arise as to whether LSUHSC-NO students and faculty see the benefit of teaching study strategies and techniques to deepen learning and improve critical thinking. Similarly, are students aware that improving their positive emotions and self-efficacy in addition to their metacognitive abilities can lead to improved academic performance? Finally, this QEP asks how LSUHSC-NO might communicate to both students and faculty the role metacognitive knowledge, metacognitive experiences, and effective and ineffective strategies play in academic achievement.

Metacognition and learning strategies are teachable skills best taught in conjunction with content knowledge and cognitive processes. Training tutors in metacognition allows learners to teach other learners, thus supporting authenticity in the learning. Training students in metacognition and evidence-based learning strategies through their coursework as well as in one-on-one academic consultations should help to improve their learning, studying, critical-thinking, and decision-making skills.

Peer Tutoring

Peer-assisted learning (PAL) refers to a student learning from another student (Shenoy & Petersen, 2019). There are several different types of PAL methods used throughout institutions of higher learning. Perhaps the most common form is near-peer tutoring (NPT), in which a student at a more advanced level within the same academic program provides tutoring to a lower-level student (Shenoy & Petersen, 2019). For this document, the utilization of the term peer tutoring will represent NPT.

A recent review of the literature discussed several ways that individuals receiving peer tutoring benefited from participation in such programs. First, students receiving peer tutoring appear to have a sense of social and cognitive congruence, which fosters a sense of openness based on shared experience within the same programmatic challenges and environment (Shenoy & Peterson, 2019). This congruence helps to foster a welcoming environment that can improve learning conditions. Next, having a fellow student work with a student can allow for more time spent explaining difficult topics as well as the ability to explain these topics in more relatable ways. This time can also be spent discussing specific ways to study challenging material, an area that instructors may not have an opportunity to focus on during regular teaching time.

Regular participation in peer-tutoring sessions can help with academic performance. One study suggests that students who, at any level of regularity, participated in medical gross anatomy lab peer tutoring improved from exam to exam at a higher rate than those individuals who did not participate (Doty & Thompson, 2024). Another example suggests that weekly peer tutoring for basic medical sciences shows a significant correlation between regular participation in peer tutoring and performance on Step 1 of the United States Medical Licensing Examination (USMLE) as well as basic sciences exams (Khalil, 2022). Those students who regularly attended sessions outperformed those students who had a low level of participation.

The increase in performance of tutees in and of itself suggests that peer tutoring is a useful practice. However, the benefits go beyond those of just the student receiving peer tutoring. Tutors also benefit from the development of communication and teaching skills and increased resiliency (Shenoy &

Peterson, 2019). Furthermore, individuals who provided peer tutoring showed increased performance on exams and higher-grade point averages. Shenoy & Peterson discuss one study that indicates tutors have higher scores on Steps 1 and 2 of the USMLE as well as higher grade point averages. Additionally, there is an indication that there is a positive relationship between the number of courses tutored and increased GPA.

Knack partners have also provided examples that indicate a positive correlation between peer tutoring sessions using the platform and academic performance. One example from a university in Florida demonstrated that students using this resource were approximately 10% more likely to pass their course (Keller, n.d.). Additionally, there was also a positive correlation between the number of peer tutoring sessions attended and the average course grade.

CHAPTER 3: BE WELL – STUDENT SUCCESS AND WELLNESS

Having determined how the enhancement of student success and wellness supports the institutional mission, defined student success and wellness through a comprehensive literature review, and identified the resources and services most needed, LSUHSC-NO developed specific goals to coordinate its efforts for improved student success and wellness. The two interrelated goals of “Be Well: Student Success and Wellness” are:

Goal 1: Foster an environment of wellness that increases first-year students’ awareness of their own mental, physical, and financial health.

Goal 2: Provide students with support programs to enhance their student experiences and increase their sense of academic health.

The primary target for these goals will be improving student success and wellness for all first-year students enrolled at LSUHSC-NO. While all students can participate and utilize these resources, the QEP will measure and evaluate the outcomes of a cohort of first-year students each year.

GOAL 1: Fostering and environment of wellness

The first QEP goal is to foster an environment of wellness to establish and cultivate programing that engages students in developing their mental, physical, and financial health. LSUHSC-NO already supports students through the Campus Assistance Program and Wellness Center by providing counseling, problem assessment, and referral services as well as fitness assessments, fitness equipment, and exercise classes. The focus of the QEP is to build upon these programs with additional resources such as mindfulness training, nutrition guidance, stress-management, and financial skills development including debt management and financial planning/counseling.

Student Learning Outcome 1.1

First-year students will participate in a mental-health activity to increase effective stress-management techniques.

One of the QEP’s initiatives is the introduction of an eight-week mindfulness course, which is an effective intervention for undergraduate and postsecondary students in reducing depression and anxiety and preventing burnout (Morr et al., 2020). This will be a hybrid course, available in person and online for one hour each week for eight weeks. It will also be recorded, giving all students, including those enrolled online or at off-campus sites, additional opportunities to participate.

To this end, LSUHSC-NO will employ a mindfulness instructor whose focus will be to promote wellness and resilience among students. The mindfulness instructor will integrate mindfulness practices into the academic environment, facilitating student success and supporting mental-health initiatives on campus. In addition to the eight-week course, the mindfulness instructor will provide one-on-one coaching and group sessions to help students manage stress, improve focus, and foster resilience.

Eight-Week Mindfulness Course – Attend any two of the following sessions:
<ul style="list-style-type: none"> • What is Mindfulness? • Scientific Evidence • Managing Thoughts • Understanding and Dealing with Stress • Difficult Emotions and Chronic Pain • Compassion • Resilience / Burnout

LSUHSC-NO will also provide students with access to Headspace, a meditation and

mindfulness app designed to make meditation more approachable and accessible. Headspace will be used in addition to stress-reduction workshops and mindfulness instruction. The app offers comprehensive content covering meditation, sleep, movement, and physical wellness practices. Benefits from using Headspace may include reduced stress and anxiety, better sleep quality, sharper focus and increased productivity, greater emotional awareness and regulation, and enhanced mindfulness throughout daily activities.

Target 1.1.1: 20% annual growth in first-year students’ participation in at least two sessions of the 8-week mindfulness course.

Target 1.1.2: 80% of first-year students who participate in at least two sessions of the 8-week mindfulness course will report an improvement in their stress levels.

Assessment Methods: LASSI & Post-event surveys (Appendices E, F)

Student Learning Outcome 1.2:

First-year students will report one new healthy lifestyle choice after attending an Office of Student Success and Wellness program or service.

Fitness Friday	
First Friday	Monthly
Wellness Center	Fitness staff, physical fitness personalized plans
Health Snacks	Fresh Fruit
Nutrition Specialist	Nutrition counseling, develop personalized meal plans, and promote healthy eating habits
Campus Assistance Program	Mental health support and mindfulness techniques, including stress management strategies, coping skills, and information on resources
Financial Guidance	Financial aid representative will be available, promote <u>iGrad</u>

To promote physical fitness and healthy lifestyle choices, LSUHSC-NO will host Fitness Fridays in conjunction with the Wellness Center. On the first Friday of each month, a schedule of events will be offered around fitness, nutrition, mindfulness, and financial wellness.

A nutrition specialist, who is currently a faculty member in the School of Public Health, will be available to provide expert nutrition counseling, develop personalized meal plans, and promote healthy eating habits to the students. In addition, to Fitness Fridays, the nutrition specialist will be available to provide one-on-one nutrition counseling and education to students, create educational material and resources, and work with counseling services, academic advisors, and other support staff to integrate nutrition practices into existing student support services.

A Campus Assistance Program counselor will be on hand to discuss mental-health support and mindfulness techniques, including stress-management strategies, coping skills, and information about ongoing mental-health services. Additionally, students can meet with a financial aid counselor for personalized financial guidance, help with scholarship opportunities, understanding loan options, creating a budget, and addressing any questions about financial aid packages.

Target 1.2.1: 20% annual growth in first-year students’ participation in Fitness Friday.

Target 1.2.2: 80% of first-year students who participate in Fitness Friday will report having adopted a

healthy lifestyle choice.

Assessment Methods: LASSI and post-event surveys (Appendices E, F)

Student Learning Outcome 1.3

First-year students will report a better understanding of their personal financial health.

To improve students' financial wellness, LSUHSC-NO plans to provide students with access to the financial planning platform iGrad, as well as one-on-one financial counseling and financial workshops. iGrad is a comprehensive digital platform dedicated to building financial literacy and confidence among students through interactive education. It provides resources related to managing money, creating a plan to become and remain financially healthy, and preparing for future budgeting, savings and earning potential. iGrad provides in-depth videos, articles, games, webinars, and calculators to help students plan and stay on track. Students can access:

- In-depth courses on managing student loan debt, including understanding different repayment options, loan consolidation, and strategies for minimizing borrowing
- Interactive budgeting tools that help them track expenses, set financial goals, and develop realistic spending plans tailored to student life
- Educational modules on building and maintaining good credit, understanding credit scores, and using credit responsibly
- Comprehensive financial wellness resources covering topics like saving, investing, identity protection, and making informed financial decisions
- Personalized learning paths that adapt to each student's knowledge level and specific financial interests

This platform serves as a valuable resource for students to gain practical financial knowledge and develop money management habits that will benefit them throughout their academic careers and beyond. By providing these tools early on, iGrad helps establish a strong foundation for long-term financial success.

Additionally, a dedicated financial counselor, who is currently part of the Office of Student Financial Aid, will be tapped to provide comprehensive financial guidance and support to students. While this guidance is already available through the Office of Student Financial Aid, this financial counselor will also develop and conduct financial literacy workshops on topics such as budgeting, loan repayment strategies, and financial planning for health professionals.

Target 1.3.1: 20% annual growth in first-year students' use of iGrad.

Target 1.3.2: 80% of first-year students who participate in the financial-planning platform will report an improvement in their understanding of their financial health.

Assessment Methods: LASSI, iGrad survey, and post-event surveys (Appendices E, F)

GOAL 2: Student experiences and academic health

The second QEP goal is to provide students with academic support programs to enhance their student experience and increase their sense of academic health. Academic health refers to student satisfaction, performance, and all-around relationship with their academic environment. Academic health is crucial because healthy students are better learners, and academic achievement has long-term benefits associated with health outcomes and well long after graduation (CDC Health & Academics, 2024).

Academic health includes satisfaction in their programs, their performance, relationships with peers and instructors, and progression towards program completion. Some of the best strategies for promoting academic health in college environments involve a combination of study habits, mental-health support (discussed earlier in this document), and overall wellness practices (discussed earlier in this document).

Effective study habits include consistent study routines to manage time, reduce stress, and improve retention as well as understanding; active learning techniques like retrieval practice, teaching others, and applying concepts to real-world scenarios to enhance learning and retention; and spacing out study sessions over time, which is more effective and leads to better long-term retention than cramming. The goal is to build an academic success program that will provide students with tutoring, test-taking skills, time-management tips, and evidence-based learning strategies, such as those identified above.

Student Learning Outcome 2.1

First-year students will engage in peer-to-peer tutoring sessions.

Peer tutoring offers two components to foster student success and wellness. The first is that it increases student engagement and participation. Secondly, training and enabling qualified learners within LSUHSC-New Orleans also benefits tutors by improving their communication skills and academic performance.

LSUHSC-NO will utilize the Knack tutoring platform, which allows students to connect with other students at LSUHSC-NO and obtain peer tutoring based on specific course requests. A student can use the platform to request peer tutoring for a specific course and connect with a student who has already completed the course. The technology platform for Knack includes a mobile app and web platform for connecting tutors and students, built-in scheduling and payment processing, search by courses, and tutor profiles and availability. For students seeking help, Knack provides a reliable learning experience since tutors have recently taken the same course making it easier to ask questions and receive relevant study strategies. Student tutors benefit professionally and financially, gaining valuable teaching experience while earning money with flexible work hours that accommodate their schedule.

LSUHSC-NO also sees a significant advantage as the program can supplement existing resources, improve student retention rates, create meaningful campus employment opportunities, and provide valuable data analytics to track student engagement.

Target 2.1.1: 20% of first-year students who are referred to Knack will request at least one peer-to-peer tutoring session.

Target 2.1.2: 80% of first-year students who receive Knack tutoring will report increased confidence in tutored material.

Assessment Methods: LASSI and post-event surveys (Appendices E, F)

Student Learning Outcome 2.2

First-year students will demonstrate knowledge of metacognition and evidence-based learning strategies.

This outcome requires students to build on their awareness and understanding of their own thought processes, which guides them in becoming more efficient, independent, and self-directed learners.

LSUHSC-NO will hire an education specialist to provide individualized support as well as to work closely with students, faculty, and staff to design, develop, and deliver educational programming and resources. Academic skill development will address metacognition, time management, test-taking strategies, and evidence-based learning strategies.

LSUHSC-NO will utilize the Navigate360 platform, which offers a suite of resources to support the entire student experience. Students can use it to keep track of deadlines, set up advising meetings, and find campus resources. Navigate360's early alert function will allow the education specialist, as well as faculty and staff, to monitor academic and professional issues and identify students for referrals. The education specialist will collaborate with students, faculty, and staff to identify areas of need and develop targeted interventions to support student learning. These resources will foster a supportive and inclusive learning environment, promoting student engagement and motivation.

Target 2.2.1: 20% annual growth in first-year students' participation in at least one program or service focused on academic performance.

Target 2.2.2: 80% of first-year students who participate in an academic program or service will report an improvement in their academic health.

Assessment Methods: LASSI and post-event surveys (Appendices E, F)

CHAPTER 4: IMPLEMENTATION AND TIMELINE

This chapter details an achievable timeline of actions to reach the stated outcomes and goals of the QEP.

This timeline (Table 4.1) was created to visually map out the sequential implementation of Be Well: Student Success and Wellness at LSUHSC-NO, illustrating how this QEP will enhance students’ academic achievement through enhanced academic and wellness support.

Table 4.1. QEP Action Timeline

LSU HEALTH - NEW ORLEANS																			
QEP ACTION TIMELINE																			
	Y0			Y1			Y2			Y3			Y4			Y5			
	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029			2029-2030			
	FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	
ACTION 1 - Administrative Personnel																			
Hire QEP Director		Interim Director			Have full time director hired by Fall YR 2														
Admin Coordinator					Admin Coordinator														
Hire QEP Assistant Director					Assistant Director/Education Specialist														
Education Specialist		Interim Education Specialist			Full Time Academic Specialist hired by Fall YR 2														
Mindfulness Instructor		Gratis Faculty .2 FTE																	
Nutritional Specialist		Faculty member .4 FTE																	
ACTION 2 - Implementation by programs																			
				Y1			Y2			Y3			Y4			Y5			
LASSI				Undergraduate Programs			Graduate Programs			Professional Degrees									
Knack				Undergraduate Programs			Graduate Programs			Professional Degrees									
iGrad				Undergraduate Programs			Graduate Programs			Professional Degrees									
Navigate				Undergraduate Programs			Graduate Programs			Professional Degrees									
Mindfulness				Undergraduate Programs			Graduate Programs			Professional Degrees									
Fitness Friday				Undergraduate Programs			Graduate Programs			Professional Degrees									

Implementation Timeline: A Strategic Phased Approach

With full support from the Chancellor and Vice Chancellor for Academic Affairs, the success of LSUHSC-NOs Quality Enhancement Plan hinges on its carefully orchestrated 3-year rollout, beginning in Spring 2025. This measured approach starts with the appointment of Mr. Scott Embley as Interim Director, establishing the beginning phases of the creation of the Office of Student Success and Wellness (OSSW). He will be supported by an Interim Education Specialist, Ms. Kathleen Brennan. (Both permanent positions will be posted in February 2025 with an anticipated start date by Fall 2026, Year 2).

The mindfulness instructor (gratis faculty) and nutrition specialist (current faculty member at .4 FTE) will begin their positions within the OSSW in Fall 2025. By Fall 2026, an administrative coordinator will be hired, and by Fall 2027 (Year 3) an Assistant Director, who will also have a background as an education specialist, will join the team. Table 4.2 outlines the timeline for personnel to be added/hired, while Chapter 5 details these positions and job duties further.

Table 4.2. Personnel Hires

Personnel	
Spring 2025	Interim Director named (Scott Embley, LCSW)
Spring 2025	Interim Education Specialist named (Kathleen Brennan, MBA)
Fall 2025	Mindfulness Instructor hired (Jayashree Rao, MD, Gratis)
Fall 2025	Nutrition Specialist hired (Henry Nuss, PhD)
Fall 2026	Permanent Director hired (Position posted Spring 2025)
Fall 2026	Permanent Education Specialist hired (Position posted Spring 2025)
Fall 2026	Administrative Coordinator hired
Fall 2027	Assistant Director position filled

Although services will be available to all students, the QEP will take a phased approach to measure student outcomes. Cohort 1 will include all undergraduate students, totaling around 400 (Table 4.3). These students were selected for the initial cohort because undergraduate students typically face distinct challenges. They tend to be younger, are still developing academic and time-management skills, commonly experience mental health concerns like anxiety and depression, and often have limited financial literacy (Arnett 2016, Richardson & Bond 2012, Auerback et al., 2018, and Lusardi & Mitchell 2014). This phased approach will allow the OSSW to refine implementation strategies for crucial resources like Knack, Navigate360, and iGrad and make any necessary modifications before wider implementation continues.

Year 1 will begin with first-year undergraduate students taking the Learning and Study Strategies Inventory (LASSI) (discussed in more detail in Chapter 6) during new student orientation and learning about the Office of Student Success and Wellness services. Notifications and reminders about available

services will be distributed to students throughout the academic year through faculty, email messaging, campus digital displays, and campus events. Students will take a post LASSI test at the end of their first year. Data will be analyzed to determine program impact. This process will continue each year during the five-year span of this QEP.

Table 4.3. Implementation Plan

Implementation	
Undergraduate Programs	Average # First-Year Students
Cardiopulmonary Science	19
Medical Laboratory Science	31
Dental Hygiene	38
Dental Laboratory Technology	8
Undergraduate Nursing	200
Career Alternative RN Education	87
Undergraduate Public Health	17
Total	400
YEAR 1 TOTAL	400
Graduate Programs	
Graduate Studies programs	20
Public Health	8
Communication Disorders	22
Audiology	9
Counseling	23
Occupational Therapy	35
Physical Therapy	35
Physician Assistant Studies	35
Dentistry Advanced Education	15
Graduate Nursing	92
Total	294
YEAR 2 TOTAL	694
Professional Degree Programs	
Medicine	199
Dentistry	80
Total	279
YEAR 3 TOTAL	973

In Year 2, first-year graduate students will be added to the first-year undergraduate students to make up Cohort 2, totaling approximately 694 students. Year 3 will complete the implementation by including all first-year professional degree students with first-year graduate and undergraduate students (about 973 students). Years 4 and 5 will continue this, with all first-year students at LSUHSC-NO included.

This methodical approach ensures that by the conclusion of the QEP timeframe, LSUHSC-NO will have a fully operational, well-tested, and refined student success and wellness program across all schools. The five-year timeline allows for thorough annual evaluation, data collection, and analysis, ultimately creating a robust and sustainable program that will enhance student success and wellness.

QEP Advisory Committee

With the implementation of the QEP, the current QEP Steering Committee will transition to the QEP Advisory Committee. The Advisory Committee will guide the implementation of the QEP and advise the Director of Student Success and Wellness. The Director will chair the Advisory Committee, which will meet at least quarterly to discuss QEP action items, provide feedback to the Director, and recommend any modifications to the plan. Additionally, the committee will review assessment results, make recommendations for improvement based on those results, and evaluate progress of QEP goals. The QEP Advisory Committee will champion the QEP effort at LSUHSC-NO.

Student Support for “Be Well”

The student members on the QEP Steering Committee and Student Government Association (SGA) emphasize that this initiative’s value comes from its comprehensive support of students across all six schools. While acknowledging each school’s distinct identity, the program establishes common support frameworks and resources that serve the entire student population, with different students naturally gravitating toward the resources most relevant to their needs.

For undergraduate students transitioning to rigorous health-professions programs, resources like Knack, Navigate360, iGrad, and access to an education specialist are particularly valuable. These tools offer personalized academic guidance, mentorship, and study skill development opportunities critical for student success.

The limited access to an education specialist for most graduate programs limits their ability to develop essential academic skills. Access to such expertise would enhance students' preparation for comprehensive examinations by providing guidance in metacognitive strategies, effective study methods, time-management techniques, and test-taking approaches.

Whereas professional degree students will find value in iGrad's financial-education resources. Given the significant student loan debt often associated with these programs, early education about loan management, fixed-income budgeting, and future financial planning can help reduce stress and anxiety about financial obligations.

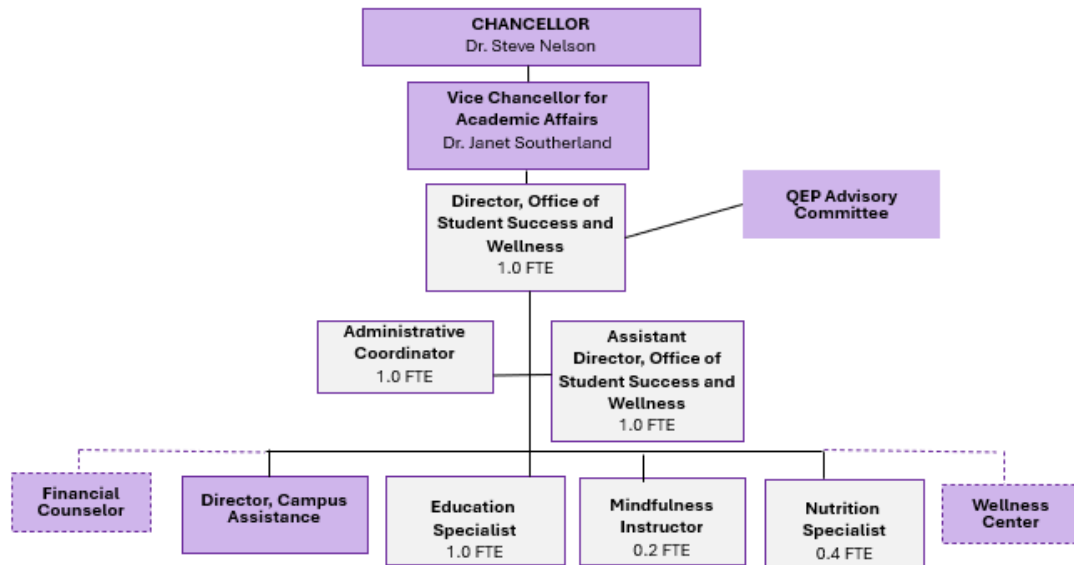
Students at LSUHSC-NO recognize that mindfulness workshops and Fitness Fridays play a vital role in supporting their mental and physical wellbeing, particularly given the widespread stress and anxiety they experience. While some students initially feel anxious about seeking additional support, they ultimately value these resources once they participate. Student engagement in these wellness programs is primarily driven by peer recommendations, personal interest in the topics, and a desire to develop better stress-management skills and improve their overall wellness.

CHAPTER 5: PERSONNEL AND BUDGET

LSUHSC-NO is committed to the successful implementation of the QEP and has designated the personnel, educational, and financial resources to fully execute the QEP’s goals.

Personnel and Position Descriptions

The Office of Student Success and Wellness (OSSW) will lead the implementation of “Be Well: Student Success and Wellness.” Personnel in the OSSW will include a Director, Assistant Director, Administrative Coordinator, Education Specialist, Financial Counselor, Mindfulness Instructor, and Nutritional Specialist.



OFFICE OF STUDENT SUCCESS AND WELLNESS ORGANIZATIONAL CHART

Existing Resources Additional Resources

Figure 5.1 Organizational Flow Chart for the Office of Student Success and Wellness

Director

The Director of OSSW will provide leadership for the planning, development, and implementation of the

QEP. This includes the development of the work plan, acquisition of personnel and resources, and establishing relationships needed for the successful delivery of the QEP initiatives as well as providing comprehensive progress reports on the QEP's implementation to LSUHSC-NO leadership. This position will be funded with 1.0 FTE support. Key responsibilities of the OSSW Director include:

- Develop and implement a comprehensive student success strategy that aligns with the Health Science Center's mission and goals, in collaboration with faculty, staff, and students.
- Provide vision, leadership, and oversight for the OSSW, including budget management, personnel supervision, and program development.
- Foster partnerships with academic departments, student affairs, and other university units to ensure a seamless and supportive student experience.
- Collaborate with faculty and staff to develop and implement early alert systems, academic interventions, and student success metrics.
- Design, implement, and evaluate programs and services that promote student success, including academic support and wellness initiatives.
- Analyze and interpret data to inform student success initiatives, identify trends, and measure program effectiveness.
- Develop and manage budgets, grants, and fundraising initiatives to support student success programs and services. Recruit, train, and supervise a team of professionals who will deliver student success programs and services.
- Ensure compliance with university policies, accreditation standards, and federal regulations related to student success and support services.

Assistant Director

The Assistant Director will assist the Director in providing efficient and effective planning and oversight for the OSSW. The Assistant Director will have a background as an education specialist and lead the OSSW initiatives and goals, monitor program assessment and evaluations, work closely with marketing

and communications in promotional efforts, and oversee the OSSW in the absence of the Executive Director. The Assistant Director will also work directly with students, faculty, and staff across the Health Sciences Center to support student academic success and wellness. This position will be funded with 1.0 FTE support. Key responsibilities include:

- Assist in developing and implementing student success initiatives
- Manage day-to-day operations of academic support services
- Coordinate with faculty and staff to address student needs
- Supervise and train support staff and student workers
- Assist in budget management and resource allocation
- Implement assessment strategies to evaluate program effectiveness
- Promote inclusivity and support for diverse student populations
- Stay current with best practices in student success for health professions education

Administrative Coordinator

The Administrative Coordinator will organize documentation and files, manage travel and event planning, maintain program calendars, and schedule and coordinate meetings. This position will be funded with 1.0 FTE support.

Education Specialist

The Education Specialist plays a vital role within the Office of Student Success and Wellness, teaching metacognitive strategies, test-taking skills, and other evidence-based academic skills and collaborating with students, faculty, and staff throughout the Health Sciences Center to enhance academic achievement and student wellness. This position will be funded with 1.0 FTE support. Key responsibilities include:

- Design, develop, and deliver academic programs and resources to support students' academic success, including study skills, time management, and test-taking strategies.
- Collaborate with faculty and staff to identify areas of need and develop targeted interventions to

support student learning.

- Develop and maintain resources for students in health-professions programs, including online tutorials, study guides, and other materials.
- Manage Early Alert program across all schools to assist in monitoring academic and professional issues.
- Identify and manage the implementation of all student success software for LSUHSC-NO.
- Develop and implement assessment tools to evaluate the effectiveness of educational programs and services.
- Analyze data to inform program development and improvement.
- Provide individualized support and advising to students, addressing academic, personal, and professional concerns.
- Foster a supportive and inclusive learning environment, promoting student engagement and motivation.
- Work closely with faculty and staff to provide educational support and resources for teaching and learning.
- Develop and deliver resources on topics such as instructional design, adult learning theory, and educational technology.
- Collaborate with faculty to develop and implement curriculum changes and innovations.

Mindfulness Instructor

The OSSW Mindfulness Instructor will promote wellness and resilience among students enrolled at LSUHSC-NO. The OSSW Mindfulness Instructor will focus on integrating mindfulness practices into the academic environment, facilitating student success, and supporting mental-health initiatives. The OSSW Mindfulness Instructor will be funded with 0.2 FTE support. The key responsibilities include:

- Develop and deliver mindfulness workshops and courses tailored for students in various health professions, enhancing their academic performance, mental health, and personal wellness.

- Work closely with the Campus Assistance Program to create and implement mindfulness programs that address the unique challenges faced by students in high-stress health professions.
- Assess the effectiveness of mindfulness programs through feedback and evaluation metrics, making improvements, as necessary.
- Work with counseling services, academic advisors, and other support staff to integrate mindfulness practices into existing student support services.
- Promote mindfulness initiatives through workshops, seminars, and presentations at student orientations, health fairs, and other events.
- Incorporate evidence-based practices into program offerings.

Nutrition Specialist

The Nutrition Specialist for the OSSW will be responsible for providing expert nutrition counseling, developing personalized meal plans, and promoting healthy eating habits to the students. The OSSW Nutrition Specialist will be funded with 0.4 FTE support. The key responsibilities include:

- Provide one-on-one nutrition counseling and education to students.
- Develop and conduct nutrition education workshops and presentations.
- Create educational materials and resources for students.
- Assess the effectiveness of nutrition programs through feedback and evaluation metrics, making improvements, as necessary.
- Work with counseling services, academic advisors, and other support staff to integrate nutrition practices into existing student support services.
- Incorporate evidence-based practices into program offerings.

Together, the OSSW team will create a comprehensive support system that promotes student success and wellness, address student needs, provide evidence-based support, demonstrate measurable impacts on

student success, and develop the supportive environment that is pivotal for “Be Well: Student Success and Wellness.” The success of the OSSW relies on these roles working together and aligning with faculty, staff, and administration in creating a comprehensive network that supports immediate student needs as well as long-term institutional goals.

Budget

The following budget shows the QEP expenditures by year.

No	INVESTMENT AREAS	YR 0 FY 2025	YR 1 FY 2026	YR 2 FY 2027	YE 3 FY 2028	YR 4 FY 2029	YR 5 FY 2030	TOTAL 5 YR INVESTMENT
1.	Personnel <i>Director, Asst. Director, Administrative Coordinator, Mindfulness Instructor, Education Specialist, Nutrition Specialist</i>	\$0.00	\$336,426.00	\$385,072.20	\$506,252.13	\$526,504.21	\$557,564.03	\$2,331,818.47
2.	Programming <i>Mindfulness Class, Nutrition Education, Fitness Fridays</i>	\$0.00	\$2,500.00	\$2,500.00	\$5,000.00	\$5000,00	\$5000,00	\$20,000.00
3.	Student Learning Implementation <i>Knack, Headspace Mindfulness App, iGrad, Navagate360, LASSI</i>	\$0.00	\$189,800.00	\$191,300.00	\$195,500.00	\$199,900.00	\$204,541.00	\$981,041.00
4.	QEP Operating Fund <i>Conference, Travel, Discretionary, Office supplies, Merchandise</i>	\$14,300.00	\$10,500.00	\$10,500.00	\$10,500.00	\$10,500.00	\$10,500.00	\$66,800.00
Total		\$14,300.00	\$539,226.00	\$589,372.20	\$717,252.13	\$741,904.21	\$797,605.03	\$3,399,659.57

CHAPTER 6: PLAN FOR ASSESSMENT

The assessment of QEP serves two primary purposes: evaluating the achievement of student learning and success outcomes and measuring the plan’s overall effectiveness. The Office of Student Success and Wellness (OSSW) leadership will share assessment data with the QEP Advisory Committee to guide decisions about program effectiveness, necessary modifications, and the QEP’s impact on both students and the Health Sciences Center’s learning environment.

“Be Well: Student Success and Wellness” will use a national normed instrument along with surveys developed to assess the effectiveness of programming. This will enable us to track initiatives, provide benchmarks, compare first-year students’ progress, and produce results. This will provide the QEP Advisory Committee with data to evaluate and refine the QEP as needed.

LASSI

The Learning and Study Strategies Inventory (LASSI) is an assessment tool used to measure students’ learning strategies, study skills, and attitudes towards learning (Appendix E). LASSI is a validated tool with research supporting its reliability and validity in assessing students’ learning and study strategies across various academic settings (Khalil et al., 2019). This is a self-reporting instrument with 10 different scales to evaluate academic success. LASSI consists of 60 questions, and each scale has six questions affiliated with it.

Scale	Areas of academic success
Anxiety	How much students worry about school and academic performance
Attitude	Interest in and attitudes towards school
Concentration	Ability to focus and maintain attention
Information Processing	How students process, organize, and apply information
Motivation	Self-discipline and willingness to work hard
Self-Testing	Use of reviewing and comprehension monitoring techniques
Selecting Main Ideas	Ability to identify important information
Study Aids	Use of support techniques and materials

Time Management	Organization and scheduling of study time
Test Strategies	Test preparation and test-taking strategies

After significant research and discussion, LSUHSC-NO chose LASSI as an assessment tool because it is designed to reveal several areas where students commonly require support. Students often struggle with time management, creating effective study schedules, and balancing academic responsibilities with other commitments. Anxiety management is another frequent concern, as many students experience test anxiety or general academic stress that interferes with their performance. Information-processing challenges may manifest in students who have problems making connections between new and existing knowledge. Some students show weak self-testing strategies, failing to monitor their own comprehension or verify their understanding of course material. Additionally, many students need help developing better test-taking strategies and methods for selecting main ideas from their course materials. LASSI provides students with feedback specifically related to their strengths and limitations in these areas.

For this QEP, LASSI will be used as a repeat measure to examine effectiveness. Students will participate in the LASSI assessment program twice during their initial academic year. The first assessment will be administered during student orientation, establishing a baseline for understanding of each student’s learning and study strategies. Following this initial assessment, the OSSW will provide students with information about available learning resources and specific guidance on how to utilize these resources to enhance academic performance. Throughout the year, students who are struggling academically will be identified through Navigate360 and early detection notices from faculty to the OSSW. Those students will be offered resources and encouraged to meet with an education specialist. A second LASSI assessment will be conducted near the conclusion of their first year. This repeated-measure approach allows for comparative analysis, enabling the tracking of improvements in students’ learning strategies in their first year. This process can effectively identify academic challenges, provide targeted support,

monitor student progress, and optimize the use of academic resources to promote student success and wellness early in their academic pursuits in our various schools.

Surveys

LSUHSC-NO will assess program effectiveness through survey methods. Internal surveys will gather student feedback on initiatives, including mindfulness training sessions, Fitness Fridays, and other student success programs (Appendix F). Additionally, the institution will conduct the annual WISE survey to evaluate the overall awareness and effectiveness of campus wellness initiatives (Appendix D). The WISE survey examines the Wellness Center, Campus Assistance Program, Off-Campus Professional Counseling, Hunger-Free Campus, student success, and wellness programming. Questions on Mindfulness Through Wellness and Fitness Friday include:

Mindfulness Through Wellness
After participating in the Wellness Through Mindfulness course, do you find that you become more or less distracted by your environment?
Have mindfulness techniques been helpful in managing your stress levels?
Do you feel that the Wellness Through Mindfulness Course has helped you to reach your goal for better health?
Fitness Friday
Since attending Fitness Friday, what healthy lifestyle choice have you adopted (Mark all that Apply)? Reduced anxiety, Healthy eating, Exercise, Increased financial knowledge, Other
How will you apply the healthy lifestyle choice you adopted after attending Fitness Friday to improve your overall academic health and wellness?

For financial-education outcomes, LSUHSC-NO will utilize iGrad’s built-in financial survey platform to measure the effectiveness of financial counseling and financial-education programs. iGrad’s surveys ask students to report on their financial literacy primarily through a series of questions about personal finances, spending habits, and financial goals.

Finally, for student-specific feedback on academic resources offered, Knack has a built-in self-report survey that asks students to rate the quality of their session and confidence level before and after each tutoring session on the specific course content. These data will be used to support areas that need

improvement to provide the level of academic support for our undergraduate, graduate, and professional programs.

Assessing Target Outcomes

The QEP’s goals and objectives will undergo annual evaluation. Throughout each academic year, we will collect relevant data, analyze performance metrics, and evaluate progress toward established targets. This ongoing assessment will enable us to make evidence-based adjustments, identify areas for improvement, and ensure the plan’s effectiveness in achieving our intended outcomes. In other words, modifications to the QEP will be made as necessary.

Objective 1.1

Participation and impact of first-year students’ attending mindfulness sessions will be evaluated using two assessment tools: the Learning and Study Strategies Inventory (LASSI) and internal surveys. Internal surveys will track student participation rates and perceived benefits after attending mindfulness sessions through pre- and post-tests. One survey question asks – How many hours a day are lost to distractions? There will be eight opportunities to participate in the mindfulness course, with a target goal of students attending and describing the benefits from two or more sessions. LASSI will measure factors that mindfulness has been shown to improve. As discussed earlier in this chapter, these include anxiety levels, attitudes, concentration, self-testing, and time-management skills. For example - Students’ LASSI scores on the anxiety scale measure how tense or concerned they are when approaching academic tasks. Students who score low on this measure (indicating high anxiety) need to learn techniques for coping with anxiety and reducing worry so that they can focus on the task at hand and not on their anxiety. One question on the LASSI that measures anxiety is – I feel very panicky when I take an important test (Appendix E). Studies have shown as many as 59% of college students struggle with symptoms associated with anxiety and/or stress (Rock, 2024). Our focus is to reach more of those students every year. Table 6.1 outlines our five-year assessment plan for targets 1.1.1 and 1.1.2 of the QEP.

Table 6.1

Target #1.1.1: 20% annual growth in first-year students' participation in at least two sessions of the 8-week mindfulness course.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
LASSI and Survey	Baseline data will be collected YR 1 from first-year undergraduate students	20% increase from baseline (YR 1) Undergraduate Students Graduate Students	20% increase from YR 2 Undergraduate Students Graduate Students Professional Students	20% increase from YR 3 Undergraduate Students Graduate Students Professional Students	20% increase from YR 4 Undergraduate Students Graduate Students Professional Students
Target #1.1.2: 80% of first-year students who participate in at least two sessions of the 8-week mindfulness course will report an improvement in their stress levels.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
LASSI and Survey	80% who participate report an improvement in their stress level at the end of each course attended (survey) and at the end of the academic year (LASSI)				

Objective 1.2

To evaluate the impact of Fitness Fridays on first-year students, we will utilize surveys. Fitness Fridays will integrate multiple wellness components, including nutritious food options and education, physical activities, and access to specialized support staff (nutrition specialist, Campus Assistance Counselor, and Financial Counselor). Students will sign into Fitness Friday with a QR code to provide name and email. Surveys will be emailed three weeks after the event to students who participate and will measure participation and self-report of perceived benefits. One example of a survey question is: Since attending Fitness Friday, what healthy lifestyle choice(s) have you adopted (mark all that apply)? (Appendix F) Options will include techniques to reduce anxiety, healthy eating, exercise, increased financial knowledge, and other (with an option for them to describe). Table 6.2 outlines our assessment plan for targets 1.2.1 and 1.2.2 across the QEP’s five-year implementation period.

Table 6.2

Target #1.2.1: 20% annual growth in first-year students' participation in Fitness Friday.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
Survey	Baseline data will be collected YR 1 from first-year undergraduate students	20% increase from baseline (YR 1) Undergraduate Students Graduate Students	20% increase from YR 2 Undergraduate Students Graduate Students Professional Students	20% increase from YR 3 Undergraduate Students Graduate Students Professional Students	20% increase from YR 4 Undergraduate Students Graduate Students Professional Students
Target #1.2.2: 80% of first-year students who participate in Fitness Friday will report having adopted a healthy lifestyle choice.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
Surveys	80% of those who participate report having adopted a healthy lifestyle choice within three weeks of attending a Fitness Friday				

Objective 1.3

According to studies, about 80% of college students feel stressed about finances (Student Stress Statistics, 2024). To assess how many students access iGrad along with students reporting an improvement in their understanding of financial health, the iGrad survey will be used. The iGrad platform provides assessments focused on financial literacy and evaluating a user’s knowledge and understanding of personal finances, including budgeting, debt management, credit scores, saving, investing, and retirement planning, through interactive quizzes and personalized financial behavior assessments. These surveys are focused based on the intervention received and are completed by the student after intervention. Table 6.3 demonstrates how we plan to assess targets 1.3.1 and 1.3.2 over the five-year period of the QEP.

Table 6.3

Target 1.3.1: 20% annual growth in first-year students' use of iGrad.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
iGrad	Baseline data will be collected YR 1 from first-year undergraduate students	20% increase from baseline (YR 1) Undergraduate Students Graduate Students	20% increase from YR 2 Undergraduate Students Graduate Students Professional Students	20% increase from YR 3 Undergraduate Students Graduate Students Professional Students	20% increase from YR 4 Undergraduate Students Graduate Students Professional Students
Target 1.3.2: 80% of first-year students who participate in the financial-planning platform will report an improvement in their understanding of their financial health.					
Indicator	2025-2026 Baseline (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
iGrad	80% of those who participate in the financial-planning platform will report an improvement in their understanding of their financial health by the end of the academic year				

Objective 2.1

Target 2.1.1 focuses on first-year students who are referred to Knack and request at least one peer-to-peer tutoring session. The baseline is the percentage of first-year students who earned a C or below in classes during the 2024-25 academic year (Year 0). That baseline is 25% of first-year students. The rationale for this as a baseline is that these students have demonstrated at least one indicator of struggling academically and could be at risk for further academic jeopardy. Key points about Knack assessments include peer-based evaluation and interactive feedback for the tutor and the tutee confidence level in the course before and after the session(s). Knack incorporates an internal survey, with Likert scales, and presents questions that include: 1) Before my tutoring session I felt (Very unconfident, Unconfident, Neutral, Confident, Very Confident) about my understanding of course content. 2) After my tutoring session, I feel (Very unconfident, Unconfident, Neutral, Confident, Very Confident) about my understanding of the course content. Table 6.4 outlines our comprehensive five-year assessment plan

for both targets 2.1.1 and 2.1.2.

Table 6.4

Target 2.1.1: 20% of first year students who are referred to Knack will request at least one peer-to-peer tutoring session.					
Indicator	2025-2026 Target (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
Knack	25% increase from baseline (YR 0) Undergraduate Students	25% increase from (YR 1) Undergraduate Students Graduate Students	25% increase from YR 2 Undergraduate Students Graduate Students Professional Students	25% increase from YR 3 Undergraduate Students Graduate Students Professional Students	25% increase from YR 4 Undergraduate Students Graduate Students Professional Students
Target 2.1.2: 80% of first-year students who receive Knack tutoring will report increased confidence in tutored material.					
Indicator	2025-2026 Target (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
Knack	80% of those who receive Knack tutoring will report an increase in their confidence in tutored material after tutoring session(s)				

Objective 2.2

The final target is 20% annual growth in first-year students’ participation in at least one program or service focused on academic performance. Students will have access to and can participate in Navigate360, Knack, and one-on-one sessions with the education specialist. LASSI will be used to measure the success of outcomes by analyzing student ID numbers with those who use the services and their LASSI scores. Specific concepts from the LASSI that address this include information processing, selecting main ideas, self-testing, test strategies, and using academic resources. Example questions include: I try to find relationships between what I am learning and what I already know; If I am having trouble with a writing assignment, I seek help from resources available at my college such as the writing center, learning center, or tutoring center; When studying, I seem to get lost in the details and miss the

important information; In taking tests, writing papers, etc., I find I have misunderstood what is wanted and lose points because of it. Table 6.5 demonstrates how we plan to assess targets 2.2.1 and 2.2.2 over the five-year period of the QEP.

Table 6.5

Target 2.2.1: 20% annual growth in first-year students' participation in at least one program or service focused on academic performance.					
Indicator	2025-2026 Target (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
LASSI and Navigate360	Baseline data will be collected YR 1 from first-year undergraduate students	20% increase from baseline (YR 1) Undergraduate Students Graduate Students	20% increase from YR 2 Undergraduate Students Graduate Students Professional Students	20% increase from YR 3 Undergraduate Students Graduate Students Professional Students	20% increase from YR 4 Undergraduate Students Graduate Students Professional Students
Target 2.2.2: 80% of first-year students who participate in an academic program or service will report an improvement in their academic health.					
Indicator	2025-2026 Target (YR 1)	2026-2027 Target (YR 2)	2027-2028 Target (YR 3)	2028-2029 Target (YR 4)	2029-2030 Target (YR 5)
LASSI and Navigate360	80% of those who participate in an academic program or service will report an improvement in their academic health by the end of the academic year				

As defined in Chapter 2, wellness is a dynamic process of learning and making conscious choices to create a healthier, more balanced lifestyle. LSUHSC-NO's QEP embraces this holistic wellness perspective to enhance student success through multiple evidence-based approaches. Through strategic partnerships with innovative platforms like Knack, Navigate360, and iGrad, alongside comprehensive nutrition, physical health, and mindfulness initiatives, students gain early exposure to integrated wellness practices and success strategies tailored to health-professions education.

Knack's peer-tutoring platform facilitates academic wellness by connecting students with peer mentors who have excelled in specific courses, creating a collaborative learning environment that reduces

academic stress while building strong peer relationships. Navigate360's student success tools help identify and support students who may be struggling, allowing for early intervention and personalized support that addresses both academic and personal wellness needs. Meanwhile, iGrad's financial wellness platform equips students with crucial financial literacy skills, helping them manage educational costs and reduce financial stress - a significant factor in overall student wellbeing.

The QEP extends beyond digital platforms to encompass physical and mental aspects of wellness.

Nutrition education provides students with practical knowledge about maintaining healthy eating habits during demanding academic schedules, emphasizing the connection between proper nutrition and cognitive performance. Physical-health initiatives include accessible fitness programs.

Mindfulness introduces students to evidence-based stress-reduction techniques, meditation practices, and emotional-regulation strategies that enhance focus, reduce anxiety, and promote resilience.

By integrating these diverse resources and wellness dimensions, LSUHSC-NO students can develop essential wellness competencies that extend far beyond traditional classroom learning. This comprehensive approach creates an engaging learning environment that supports both immediate academic success and long-term resilience. Through this multifaceted approach to wellness, students learn to balance the demands of their education while maintaining their physical and mental health, financial health, and academic health.

CONCLUSION

“Be Well: Student Success and Wellness” will play a vital role in fostering student success and wellness at LSUHSC-New Orleans. At its core, “Be Well: Student Success and Wellness” is a comprehensive initiative designed to enhance student learning and wellness through targeted interventions and support systems. Student success and wellness are linked, as students who maintain good physical, mental, and financial well-being are better positioned to achieve their academic goals (Turner & Berry, 2020). Thus, the proposed strategy includes robust academic support services and wellness programming, establishing a clear pathway for academic success (Tinto, 2019). The QEP incorporates a holistic approach, where all resources are important for student success, recognizing that student success extends beyond purely academic measures. LSUHSC-New Orleans recognizes that the success of this QEP relies heavily on its commitment, regular assessment of outcomes, and continuous refinement of approaches based on student needs and feedback (McNair et al., 2023).

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APPENDICES

- A. People Centered, Health Focused, 2024-2028 Strategic Plan
- B. QEP Steering Committee
- C. Student Needs Assessment Survey. Due to space constraints, only the Student Needs Assessment Survey is presented here. The Faculty and Staff surveys asked similar questions.
- D. Wellness Inventory for Students and Employees (WISE). Due to space constraints, the WISE survey is presented in an abbreviated format.
- E. Learning and Study Strategies Inventory (LASSI). Due to space constraints, the LASSI survey is presented in an abbreviated format. The entire inventory includes a total of 60 questions.
- F. Post-event survey example

Appendix A

LSU
HEALTH
SCIENCES
CENTER



People Centered, Health Focused

Strategic Plan 2024-2028

Vision: To be the catalyst for a healthy Louisiana

Mission

We educate the future health professions workforce, lead advancement in research and scholarship, provide exceptional and equitable health care, and partner and advocate to build healthy communities.

Elevate and enhance **investment in educational and research** endeavors.



Advance and sustain **meaningful, collaborative partnerships** across all missions.



Maximize our collective impact as an academic HSC.



Expand our influence on health outcomes and healthcare delivery to **address health equity challenges** in Louisiana.



Transform and optimize our **culture and operations**.



Goals

Transformational Strategies

1

Student Success: Design and deliver academic offerings for the next generation of learners and health professions workforce, enabled by contemporary teaching models, interprofessional approaches, and technology.

2

Louisiana-Focused Research: Advance research and discovery on health issues prevalent in Louisiana through comprehensive, HSC-wide initiatives.

3

Building Healthy Communities: Cocreate interdisciplinary partnerships across Louisiana that advance outreach, prevention, access to care, and advocacy to address health equity.

4

Reducing Cancer's Burden: Develop a team science approach that engages all schools; integrates our community and clinical partners; and improves cancer prevention, community engagement, and patient care and outcomes to achieve NCI designation with a focus on rural and urban health and health disparities.

5

Clinical Growth: Maximize alignment with our partners to collaboratively build clinical programs, expand patient access, and develop care models.

Transformational Strategy 1: Student Success

Description: Design and deliver academic offerings for the next generation of learners and health professions workforce, enabled by contemporary teaching models, interprofessional approaches, and technology.

Tactics

- C** 1. Modernize teaching methods, including technology tools, the use of AI, and the continued enhancement of simulation training.
- C** 2. Augment student success resources, including academic success, tutoring, career planning, student health, mentoring, and wellness.
- M** 3. Collaborate internally to capitalize on existing capabilities and expertise within the HSC and more effectively share resources based on a mapping of curricula.
- LT** 4. Enhance the interprofessional education model, including developing a basic common curriculum across programs.
- LT** 5. Deepen and/or broaden degree and program offerings to potentially add doctorates, microcredentialing, and certificates.
- LT** 6. Prepare to engage learners who are working professionals and those across the state and region, especially in more rural communities, via an expanded digital and physical presence.

Metrics

Number of Student Applications and Enrollments

Degree Completion, Placement, and Board/Licensure Pass Rates

Number of Student Achievements

Number of Program and Degree Offerings

In-State Matriculation Rate

Student Wellness Outcomes Improvement

C

Core Priority

M

Momentum Builder

LT

Long Term

Appendix B: QEP Steering Committee

School	Representatives	Name	Position/Title
Allied Health Professions	Faculty	Kevin Lord, PhD, MHS, RRT	Assistant Dean of Student Affairs; Associate Professor, Cardiopulmonary Science
	Students	Easton Guilbeau	Doctor of Physical Therapy student
		Savannah Samuel	Master of Physician Assistant Studies student
Dentistry	Faculty	Heather Allen, RDH, MSHCM	Director, Student Affairs; Associate Professor, Comprehensive Dentistry
		Sandra Andrieu, PhD	Associate Dean for Academic Affairs; Professor, Comprehensive Dentistry
	Students	Megan Davis	Doctor of Dental Surgery student
		Raquel Gascon	Bachelor of Dental Hygiene student
Graduate Studies	Faculty	Angela Amedee, PhD	Dean; Professor, Microbiology, Immunology and Parasitology
	Staff	Cody Palazzolo, MEd	Administrator
	Students	Eden Gallegos	MD/PhD, Physiology student
		Linh Ha	PhD student
Medicine	Faculty	Taniya de Silva, MD, MS	Associate Dean for Student Affairs; Professor, Clinical Medicine
		Robin English, MD	Associate Dean for Undergraduate Medical Education; Professor, Pediatrics
	Students	Paris Bailey	Doctor of Medicine student
		Viet Le	Doctor of Medicine student

Nursing	Faculty	Todd Tartavouille, DNS, APRN, CNS-BC	Assistant Dean for Student Services; Associate Professor, Clinical Nursing
		Leanne Fowler, DNP, MBA, APRN, AGACNP-BC, CNE, FAANP, FAAN	Program Director, Nurse Practitioner programs; Associate Professor, Clinical Nursing
	Staff	Kathleen Brennan, MBA	Academic Success Coordinator
		Dustin Pigg, MA	Academic Success Coordinator
	Students	Jack Lewy	Bachelor of Science in Nursing student
		Hope Von Eberstein	Bachelor of Science in Nursing student
Public Health	Faculty	Henry Nuss, PhD	Associate Professor of Research, Behavioral and Community Health Sciences
		Stephen Phillippi, PhD, LCSW, CCFC	Professor and Program Chair, Behavioral and Community Health Sciences
	Student	Zachary Bourgeois	Public Health student
Administration	Academic Affairs	Janet Southerland, DDS, MPH, PhD	Vice Chancellor for Academic Affairs
	Campus Assistance Program	Scott Embley, LCSW, CEAP <i>Chair, QEP Steering Committee</i>	Director, Campus Assistance Program
	Campus Assistance Program	Kaci Hannan, LMSW	Counselor, Campus Assistance Program
	Campus Assistance Program	Nancy Hoehne	Administrative Coordinator, Campus Assistance Program
	Institutional Effectiveness	Christine Manalla, MHA	Director, Institutional Effectiveness
	Student Advocacy/Title IX	Leigh Smith-Vaniz, MA	Director, Student Services & Title IX Coordinator
	Student Financial Aid	Anna Daigle, ME	Director, Student Financial Aid

Appendix C

Student Needs Assessment Survey: Student Success and Wellness Initiative

Introduction:

The purpose of this survey is to directly engage with you, the students, to gain a deeper understanding of your experiences, needs, and perceptions related to academic success and wellness. Your unique insights are invaluable in assessing the current state of our student success and wellness initiatives and identifying areas where we can improve. By participating in this survey, you have the opportunity to voice your opinions, share your experiences, and contribute to shaping the future of student support services at our institution.

1. Age Range:

- Under 20
- 20-24
- 25-29
- 30-34
- 35 and Above

2. Program Level:

- Undergraduate
- Graduate

3. Field of Study:

4. Year of Study:

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5

Student Needs Assessment Survey: Student Success and Wellness Initiative

Academic Experience

5. How satisfied are you with your current academic experience?

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

6. What academic resources do you believe need improvement? (Select all that apply)

- Library Services
- Tutoring and Academic Support
- Technology Access (e.g., computers, software)
- Study Spaces
- Online Learning Resources

Other (please specify)



Student Needs Assessment Survey: Student Success and Wellness Initiative

Wellness and Health

7. How would you rate your overall well-being since starting your program?

- Excellent
- Good
- Fair
- Poor
- Very Poor

8. What wellness programs are you most interested in? (Select all that apply)

- Mental Health Counseling
- Stress Management Workshops
- Physical Fitness Programs
- Nutritional Advice
- Peer Support Groups

Other (please specify)



Student Needs Assessment Survey: Student Success and Wellness Initiative

Support and Community

9. How supported do you feel by the university community?

- Very Supported
- Supported
- Neutral
- Unsupported
- Very Unsupported

10. What types of support services would you find most beneficial? (Select all that apply)

- Career Counseling
- Financial Aid Advising
- Mentorship Programs
- Diversity and Inclusion Initiatives
- Student Organizations and Clubs

Other (please specify)



Student Needs Assessment Survey: Student Success and Wellness Initiative

11. **How prepared do you feel for your post-graduation career?**

- Very Prepared
- Prepared
- Neither Prepared nor Unprepared
- Unprepared
- Very Unprepared

12. **What career development resources would you like to see more of? (Select all that apply)**

- Internship and Co-Op Opportunities
- Resume and Interview Workshops
- Networking Events
- Alumni Mentoring
- Job Fairs
- Other (please specify)



Student Needs Assessment Survey: Student Success and Wellness Initiative

13. **What are the biggest challenges you face in achieving academic success and well-being? (e.g., time management, stress, financial issues, etc.)**

14. **What improvements or new initiatives would you like to see in the Student Success and Wellness Initiative? Are there any new resources or services you would like the university to offer?**

Appendix D

2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Introduction

LSUHSC New Orleans is designated as a Level 1 WellSpot by the Louisiana Department of Health through Well-Ahead Louisiana! This designation shows our commitment to ensuring you have the opportunity to work in a healthy workplace.

With your specific input we can continue to improve current programs and add services you find most needed to achieve your personal wellness goal(s).

Please help us by completing the following anonymous survey. This is a yearly survey, your participation is voluntary, and should take approximately 10 minutes to complete. Your assessment answers will help us improve current wellness programming in alignment with your interests and needs.

Thank you, in advance for taking the time to provide your valuable feedback.

Results will be posted via the Campus Assistance Program website at <https://www.lsuhsoc.edu/orgs/campushealth/cap.aspx>

If you have any questions regarding this survey, please contact Scott Embley, LCSW, CEAP, Director of Campus Assistance Program at: 504-568-8888 or semble@lsuhsc.edu

2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Demographics

1. Age:

- 18-25
- 26-35
- 36-45
- 46-55
- 56 or older
- Decline to Answer

2. Gender Identity:

- | | |
|---|---|
| <input type="radio"/> Cisgender Female (Female) | <input type="radio"/> Non-binary |
| <input type="radio"/> Cisgender Male (Male) | <input type="radio"/> Gender-fluid |
| <input type="radio"/> Transgender Female | <input type="radio"/> Other |
| <input type="radio"/> Transgender Male | <input type="radio"/> Decline to Answer |

3. Race (Select all that apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Pacific Islander
- White
- Decline to Answer
- Other (please specify)

4. Ethnicity:

- Hispanic or Latino or Spanish Origin
- Not Hispanic or Latino or Spanish Origin
- Decline to Answer

5. What is your primary role at LSUHSC?

- Administration
- Faculty Member
- Staff Member
- House Officer
- Student
- Other
- Decline to Answer



2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Cafeteria:

6. Please indicate how much you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The cafeteria offers a wide variety of options for breakfast .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria offers nutritious options for breakfast .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria offers affordable options for breakfast .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria offers a wide variety of options for lunch .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria offers nutritious options for lunch .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria offers affordable options for lunch .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to find the cafeteria's menu for meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The vending machines around campus have healthy options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Any additional comments about the cafeteria:



8. Reporting on your usual practices in the last 2-3 months, how often in **one month** do you typically go to the campus wellness center?

- 0 Times
- 1-3 Times
- 4-6 Times
- 7-9 Times
- 10+ Times

9. Are you aware that the wellness center has moved to the CALS building and increased their hours?

- Yes
- No

10. Have the hours and relocation of the new wellness center changed your usage?

- Yes
- No

11. If you answered yes to number 10, has your behavior increased or decreased

- Increased
- Decreased
- N/A

12. Do you use a wellness center not affiliated with LSUHSC

- Yes
- No

If yes, please tell us why you utilize an outside wellness center.

13. If you answered yes to the previous question, reporting on your usual practices in the last 2-3 months, how often in **one month** do you typically go to an off-campus wellness center?

- 0 Times
- 1-3 Times
- 4-6 Times
- 7-9 Times
- 10+ Times

14. Please indicate how much you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I know that the campus wellness center offers fitness classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the campus wellness center's membership is free to all faculty, staff, house officers, students and family members 16 years of age and over.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the campus wellness center offers free fitness assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the campus wellness center offers gym equipment for use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus wellness center offers enough fitness classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus wellness center offers classes at convenient times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The equipment at the campus wellness center is in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used the free fitness assessment at the wellness center and have found it to help my physical health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the wellness center offers Mindful/Yoga classes around campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Any additional comments about the wellness center:

2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Campus Assistance Program

16. Are you aware that LSUHSC offers a **free** Campus Assistance Program for all faculty, staff, residents, students and immediate family members?

- Yes
 No

17. Are you aware that the Campus Assistance Program offers short-term counseling and referral services?

- Yes
 No

18. How many times in the last year have you initiated new contact with CAP (Not number of sessions)?

- 0 Times
 1-3 Times
 4-6 Times
 7-9 Times
 10+ Times

19. Are there any additional assessment and/or counseling services that you would like to see the Campus Assistance Program offer?

- No
 Yes

20. Is there anything that may discourage you from utilizing CAP services?

- Yes
 No

21. If you answered yes to number 20, what would discourage you from utilizing CAP services?

- Stigma
- Confidentiality concerns
- Schedule
- Location
- Other (please specify)

22. Please indicate how much you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I know the Campus Assistance Program can assist me in identifying options to resolve personal problems that may be impacting my performance at work/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the Campus Assistance Program has a 24-hour crisis line in the event I am in a crisis after hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the Campus Assistance Program has an anonymous stress and depression screening tool on their website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my contact with the Campus Assistance Program is confidential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Any additional comments about the Campus Assistance Program:



Off Campus Professional Counseling

Off Campus Professional Counselor

Irena Schmidt, LCSW

(504) 236-2623

24. Please indicate how much you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I know LSUHSC contracts with an outside professional counselor to provide confidential counseling as a benefit to our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the outside professional counselor provides up to 6 sessions at no cost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know I can contact the outside professional counselor to assist with stress, time management, anxiety, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Any additional comments about Off Campus Professional Counseling



2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Campus Tobacco Control Initiative

26. Please indicate how much you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I know that LSUHSC is a smoke-free campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that University Medical Center currently offers free behavioral counseling sessions towards smoking cessation for LSUHSC staff and students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that the State has a Tobacco Quit-line phone number. 1-800-QUIT-NOW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Any additional comments about the Campus Tobacco Control Initiative



2024 LSUHSC Wellness Inventory for Students and Employees (WISE)

Campus Lactation Rooms

Your results will not be scored or recorded. Click the "Submit" button at the bottom of the page to view a sample student profile.

Try to answer according to how well the statement describes you. There are no right or wrong answers. After completing all the questions and submitting your answers, a test profile will be presented that shows your scores on nine scales and an interpretation of each scale.

1. Even when study materials are dull and uninteresting, I manage to keep working until I finish.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

2. When it is difficult for me to complete a course assignment, I do not ask for help.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

3. I try to find relationships between what I am learning and what I already know.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

4. I find it hard to stick to a study schedule.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

5. In taking tests, writing papers, etc., I find I have misunderstood what is wanted and lose points because of it.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me

Very much typical of me

6. I concentrate fully when studying.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

7. When I am struggling in one or more courses, I am too embarrassed to admit it to anyone.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

8. When I decide to study, I set aside a specific length of time and stick to it.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

9. During class discussion, I have trouble figuring out what is important enough to put in my notes.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

10. To help me remember new principles we are learning in class, I practice applying them.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

11. When it comes to studying, procrastination is a problem for me.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

12. If I am having trouble with a writing assignment, I seek help from resources available at my college such as the writing center, learning center, or tutoring center.

- Not at all typical of me
- Not very typical of me

- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

13. I find it difficult to maintain my concentration while doing my coursework.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

14. I only study the subjects I like.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

15. When preparing for an exam, I create questions that I think might be included.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

16. I have difficulty identifying the important points in my reading.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

17. When work is difficult, I either give up or study only the easy parts.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

18. To help me learn the material presented in my classes, I relate it to my own general knowledge.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

19. There are so many details in my textbooks that it is difficult for me to find the main ideas.

- Not at all typical of me

Appendix F

POST-TEST SURVEY FITNESS FRIDAY

1. What is your affiliation with LSU Health New Orleans?

- Student
- Staff
- Faculty
- Administration
- Resident
- Other (please specify)

2. If you're a student, what year student are you?

- First year
- Second year
- Third year
- Fourth year
- Greater than 4 years
- I'm not a student

3. Age

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

4. Race/Ethnicity

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- Middle Eastern or North African
- Native Hawaiian or other Pacific Islander
- White
- Another race

5. How effective did you find Fitness Friday?



6. Since attending Fitness Friday, what healthy lifestyle choice have you adopted (Mark all that apply)?

- Reduced Anxiety
- Healthy eating
- Exercise
- Increased financial knowledge
- Other (please specify)

7. How will you apply the healthy lifestyle choice you adopted, from attending Fitness Friday, to improve your overall academic health and wellness?

8. How will you apply what you learned, from attending Fitness Friday, in your daily life to improve your overall academic health and wellness?

9. Please tell us what we can do differently to improve Fitness Friday.

Done