Survey Report

The Health and Human Performance Department at Elon University is unveiling a new minor, Wellness and Health Education. With this minor, the department is hoping to generate undergraduate interest and ultimately enrollment in the minor. This report serves as a review of quantitative findings from a survey about this new minor.

FOR FURTHER INFORMATION

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I. Goals and Objectives

A. Background

Study Context
In conducting research for the Department of Health and Human Performance, a survey was sent to two target audiences: students who took two or more classes in the Wellness and Health Education minor (27 total) and students currently residing in the Health and Wellness Living and Learning Community (18 total). Overall, this allowed for a relatively small, yet intentionally targeted sample size, containing 45 students. All together, 21 of these students responded, allowing for an approximate 50 percent response rate.

Specific Objectives
There were two specific objectives that the survey was designed to achieve. The first objective was to gauge the respondents’ knowledge of the Health and Human Performance Department, as well as their general knowledge of the Wellness and Health Education minor. The other objective was to determine the best communication techniques to use when introducing the new minor to students at Elon.

B. Hypothesis & Research Questions

Hypothesis & Questions
This survey’s hypothesis answered the following question: How interested would students at Elon be in adding the Wellness and Health Education minor to their degree? It also explored their level of interest regarding health and wellness in their everyday lives. Finally, this survey also gauged what communication methods would be most effective in not only introducing the minor and convincing people to sign up for the minor?

The hypotheses are relevant because they closely parallel the client’s listed needs at the initial meeting. These hypotheses will help predict how many students within these segments would be willing to sign up for this minor, and more specifically the reasons that both encourage and deter them from adding this minor to their degree. More broadly, this survey focused on two of the specific goals the client listed: 1. To discover (best practices for discovery of new minor) and 2. To enroll (what would make students enroll in the minor).

C. Conceptual Definitions
In order to understand the demographics of the respondents, we asked which department their majors apply, how many health classes they have taken, if they live in the Health and Wellness learning community, their academic year and gender. One variable we explored is how respondents received information about minors so they were asked where they have received information about choosing a minor. Another variable was minor enrollment
encouragement. To see this, respondents were asked what influenced their decision to select a minor, what would encourage them to enroll in the Wellness and Health Education minor, and what the Department of Health and Human Performance can do to encourage them to enroll in the minor. Knowledge about the department and the minor was also an important variable. Respondents were asked if they have heard about the department and how they have heard of it. The final variable was respondents’ preferred communication methods. To explore this variable, respondents were asked how they generally receive information about academic programs and when given messages about the minor in forms of a Facebook post, Tweet, and email, how likely would they click on the corresponding link for each message.

II. Methodology

A. Sampling Plan

Study Population & Participants

Our survey reached out to two populations: Residents in the Health and Wellness Living and Learning Community (LLC), as well as Elon University Students who have completed two or more courses necessary for the Health and Wellness Education minor. Between these two segments, we reached out to all 18 members of the Health and Wellness LLC, and 27 students who have completed two or more courses towards the Health and Wellness Education minor, creating a 45 person population size. Of this population, our survey received 21 responses, allowing for representation of approximately half of the population.

Sample Frame

Our sampling frame included two segment groups:

1) Members of the Health and Wellness LLC. This included the following 18 residents:
   a) Meredith Collins
   b) Sarah Land
   c) Grace Huang
   d) Emily Morency
   e) Ross Rosati
   f) Timothy Kitslaar
   g) Aidan Bittinger-Esser
   h) Matthew Cesari
   i) Haley Cheifi
   j) Katrina Weil
   k) Sophia Gantenbein
   l) Kathryn Soraghan
   m) Hannah Wright
   n) Kailey Tracy
   o) Danielle Dulchinos
2) Students who have taken two or more classes necessary to complete the Wellness and Health Education minor. This e-mail list included 27 students.
   a) Melissa Matias
   b) Hannah Stewart
   c) Blake Lefkoff
   d) Sydney Branson
   e) Tyler Alt
   f) Jennifer Taylor
   g) Shirley Buono
   h) Ashleigh Alexander
   i) Julius Moore
   j) Kelly Fawcett
   k) Bralyn Bennett
   l) John Silas
   m) Julia Finneyfrock
   n) Kimberly Schneider
   o) Kelsey Brown
   p) Ellen Davis
   q) Christine Fortner
   r) Samuel Grobart
   s) Paige Becker
   t) Natalie Brubaker
   u) Caroline Peyser
   v) David Petroni
   w) Leslie Gill
   x) Caroline Melson
   y) Lauren Scott
   z) Spencer Neiman

Procedures
Because we conducted our focus group with the Health and Wellness Living and Learning Community, we already had an established relationship with both the advisor and Resident Assistant for the LLC. Once we decided that we wanted to include the members of the LLC in our quantitative research, a member of our research team emailed the LLC advisor, Bryan Hedrick, and asked for the complete list of residents. He replied with the names and emails of the 18 residents of the Health and Wellness LLC. For our second sample, our research team reached out to the client requesting the list of Elon students who had completed one or more
courses required for the wellness and health education minor. Once we received that list of
emails, we sent out our survey.

Due to the specific and deliberate nature of our sample population, we used a non-probability
purposive sample method to gain better insight into these target segments. This helped us
better understand how to most effectively introduce the new wellness and health education
minor to these segments.

B. Questionnaire Administration Plan

Method for Fielding the Questionnaire
In order to field and distribute the survey, we utilized a Google Forms Survey. This was
distributed by email to both population segments. In some instances, we sent personal
messages to members of these populations in order to increase incentive for answering the
survey.

Procedures for Reducing Non-Response and Increasing Response Rate
The survey was sent out three separate times to both populations in an effort to increase
response rates. Each email encouraged the recipients to take the questionnaire by reiterated
the importance of the survey. The research team also sent personalized messages to select
members of the population that we had a personal connection with.

III. Data Analysis & Detailed Findings

Survey Data Discussion
Under which department does your major(s) or intended major(s) apply? Check all that apply.
The survey offered a list of all departments that correspond with each of the major options that is
offered at Elon University. After analyzing responses, the top three departments selected were
Communications, Education, and Exercise Science. Other selected options, although they were not
part of the majority, included biology, health and human performance, history and geography,
human services, mathematics, music, psychology, and sociology & anthropology. This tells us that
the client is correct in wanting to reach out to communications majors. This survey illustrates that
they clearly show an interest in the subject of health and wellness.

Additionally, exercise science majors prove to be a good target audience for promoting the new
minor. While it initially may not seem like education majors would be a fit target audience, it
became clear in the survey that they would be a logical segment. In today’s evolving education,
promoting health & wellness is important for educators to incorporate in various aspects of their
curriculum, regardless of their students’ age. This conclusion became apparent in both our
qualitative and quantitative research.
Do you currently have a minor?
The majority of survey respondents indicated that they have already selected a minor. Because many of our respondents are upperclassmen and have already decided their intended path, they do not have the room in their course schedules to add another minor to their degree. However, many of the upperclassmen indicate a general interest in the minor. This illustrates that it is important to reach the underclass population of students early when introducing this minor as an option to supplement their majors. Introducing the minor early would insure that the target audience is not only reached, but also has the time to add the minor to their intended degrees.

If you have a minor, which of the below areas of study does your minor relate to? Check all that apply.
Similar to the major selection question, the survey listed all minor options available to students. When looking at the results, the most popular minors included exercise science, human services, and psychology. It is interesting to note that all of these areas relate back to the health and wellness in some way. Not only that, but these findings also indicate that the minor may be most appealing to students with these specific interests listed above. Additionally, it’s important to note that 19% of respondents don’t have a minor, and this population should be taken into consideration when interpreting the results.

If you have a minor, what influenced you to select your minor(s)? (Check all that apply).
More than half of respondents indicated that the top reason they chose their minor was because it was a subject of interest to them. The other top reason, cited by nearly one-third of respondents, was that the minor related to their major.

So, it can be concluded that many students select a minor because it related to a subject that was of interest to them. These implications suggest that it may be worthwhile to target students who express an interest in health and wellness outside of the classroom. These segments may include but are not limited to those who reside in the Health and Wellness living and learning community, S.P.A.R.K.S., The Public Health Society, or any other student organization that places an emphasis on health and wellness.

Regardless of whether or not you have a minor, where have you received information about choosing a minor? (Check all that apply).
The survey indicated that the top two resources students utilized to learn about choosing a minor were their Elon 101 courses and the Elon University Website. As mentioned, these findings also suggest that it is important to reach out to students within their first semester at Elon, while they are still evaluating their different academic options with their Elon 101 advisors. These also indicate that it is important for the Department of Health and Human Performance to maintain a presence on Elon’s website. This is because the survey findings indicated that the website is trusted resource for students to find information. With this in mind, it is important to note that the survey found that
social media was not found to be a forum through which the respondents trust to obtain about academic information.

**Both prior to and during your time at Elon University, what types of classes have you taken in the area of wellness and health? (Check all that apply).**

Most respondents indicated that the majority of health and wellness courses they have completed took place in high school rather than at Elon University. These findings show that students come into Elon with a foundational knowledge of health and wellness. This data could indicate that there must be more incentive for students to take classes in the area of health and wellness once at Elon University. This is parallel with the focus group finding that it is imperative for students to make the connection between knowledge of health and wellness education and success in their intended careers.

**Below is a list of some of the Health and Wellness courses offered at Elon University. Please select all of the courses that you have completed.**

Out of the 21 respondents, 33% have not taken any of the courses in the minor while the other 67% have taken one or more courses required. A suggestion based on this finding could be that, upon registering for the classes, students could receive a notification of some sort indicating that the given courses would count toward the wellness and health education minor. The majority of crossover between respondents and classes in the minor were education (EDU 211), suggesting that the course was required for their major, which further indicated that wellness and health minor in conjunction with an education major would be a logical combination.

**In general, what value do you place on health and wellness (Select one).**

85% of respondents indicated that they placed somewhat of a high value or a high value on health and wellness. None of them place a low or somewhat low value on health and wellness. This quite simply suggests that all of the respondents would be good preliminary candidates for selecting the minor.

**How interested are you in wellness and health education? (Select one).**

Much like the previous question, more than half of respondents indicated that they considered themselves interested to very interested in health and wellness education. Only one respondent indicated that they were not interested. This data suggests that the students already demonstrate a high interest in health and wellness education and would therefore be good candidates for the minor based on prior interest.

**According to the scale below, how likely would you be to add this minor to your degree?**

The majority of respondents would be unlikely or very unlikely to add the minor to their degree. However, according to prior research and crosstabs, this is because the vast majority of respondents fell in the upper class range. This further enhances the suggestion to target underclassmen while they are still early on in their academic careers.
Do you feel that this minor would benefit your career path?
67% of respondent indicated that the wellness and health education minor would benefit their career path. In conjunction with previous responses to the research questions, this indicates that respondents are indeed enthusiastic about health and wellness education but are inhibited by time or class standing (i.e. they have already declared a minor and therefore cannot pick up another one). Once again, this suggests that the earlier students are aware of this minor option, the more likely they would be to add it to their degree.

What would you encourage you to enroll in this minor? (Check all that apply).
Slightly more than half of respondents noted that they would enroll in the minor to incorporate health and wellness knowledge into their intended careers. This suggests once again that respondents place a high value on Health and Wellness and believe that it could further their careers and be useful in a way that is separate from academics. The other top responses noted that the CHES certification and their interest in the classes offered as other reasons why they would want to adopt the minor. This suggests that respondents’ interests in Health and Wellness manifests itself in other places outside of academics.

How can the Department of Health and Human Performance encourage you to enroll in the Wellness and Health Education minor? (Check all that apply).
Respondents indicated that, rather than finding information online or through a publication, they would find it more helpful to attend an organized event about the minor i.e. an info session, a meet and greet with current student enrolled in the minor, or a major/minor fair.

Have you heard about the Department of Health and Human Performance?
47% of respondents said that they have heard of the Health and Human Performance Department, while 52% have not. This suggests that simple activities such as the events listed above could help to spread awareness about the department. Additionally, this split suggests that it wouldn’t be too difficult to increase exposure about the department to the whole campus.

If so, how have you heard of the Department of Health and Human Performance? (Check all that apply)
Slightly less than one quarter of respondents said that they had heard about the Health and Human Performance Department through word of mouth. The other respondents cited the academic catalog and their academic advisors as their resources for finding out about the department. In conjunction with previous research from the focus group, more exposure could be gained by the department holding an event—this would increase word of mouth, which is clearly a method that yields positive results in regards to exposure of the minor and department.

Have you heard about major/minor info sessions?
While the vast majority indicated that they had not heard of major or minor information sessions, they did indicate that it was something they would attend. The research collected in the focus group
also suggested that students would be interested in some type of event or session that would expose the new minor.

**Do you read student health 101?**
Over one half of respondents said they did not read Student Health 101, therefore, this is not an effective tactic to raise awareness about the minor.

**For the message below, indicate how likely you would be to click the link.**
For the message displayed on Twitter, the majority of respondents indicated that they were indifferent about clicking on the link provided. While Twitter could be an effective tool, it might be more efficient to use a different platform. This backs up our findings that suggested that social media was not necessarily an effective way of conveying academic-related information.

**For the message below, indicate how likely you would be to click the link.**
Slightly less than half of respondents said that they were likely to click on the Facebook link provided. With room for more detailed copy, Facebook might be a more effective platform than Twitter for academic purposes; however, it still may not be the ideal forum on which to post about the minor.

**For the message below, indicate how likely you would be to click the link.**
When faced with an email link, 53% of respondents indicated that they would be likely to click on the link. This suggests that, out of the three methods, email seems like the most credible source of information through which to convey academic information. This is because students find email a more reliable source of information in comparison to Facebook, Twitter, or other social media platforms. This hypothesis was also supported by the qualitative research gathered in the focus group.

**Are you currently a resident in the Health and Wellness Living and Learning Community?**
Less than one quarter of respondents resided in the Health and Wellness LLC. This indicates that the learning community may be a demographic to target on a more personal and direct level, especially given that they are underclassmen, which is the target demographic as previously suggested by this research.

**Select your academic year at Elon University.**
More than half of the respondents were upperclassmen. As previously mentioned, this could have affected the responses to the research questions regarding the minor. Upperclassmen are typically already locked in to their intended major and minor, which further highlights the need for early introduction to the Wellness and Health minor.
Select your gender
More than three-quarters of respondents were female, which is relatively indicative of the Elon student body.

Data Discussion

Social Media/Email Graph I

Social Media/Email Graph II
The participants were presented with three mock posts in the survey—Twitter, Facebook and an email. Within the posts that discussed the new Wellness and Health Education minor, a fake link was embedded that would hypothetically prompt students to click on it to learn more information. The three graphs above show that 53% of participants were likely or very likely to click on the link for both the Email and Facebook messages. The graph for the Twitter post shows that only 19% of participants were likely or very likely to click on the link embedded in the tweet.

This information indicates that Twitter is not the most successful social media platform regarding academic information and should not be considered to send out information about a new minor as it would not be as effective as an email and even a Facebook post. Additionally, the information gathered from these graphs show that not all social media should be discounted as a large amount of respondents were willing to engage with the Facebook post. Since respondents from the qualitative research conducted stated that email was the most legitimate form of academic communication and social media wasn’t taken as seriously, it is believed that the email message with the link is the most viable option. With the Facebook post as well, more people were indifferent to clicking on that than they were to click the email post.

Department Tactics Bar Graph

<table>
<thead>
<tr>
<th>How can the Department of Health and Human Performance encourage you to enroll in the Wellness and Health Education minor? (Check all that apply).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold an information session</td>
</tr>
<tr>
<td>Participate in a major/minor fair</td>
</tr>
<tr>
<td>The opportunity to hold an individual meeting with a professor from the Department of Health and Human Performance</td>
</tr>
<tr>
<td>The opportunity to meet with current students enrolled in the minor</td>
</tr>
<tr>
<td>Receiving informational publications</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Other
Presented in both a bar graph and pie chart, the survey research above shows the top three tactics the Department of Health and Human Performance can use to encourage students to enroll in the Wellness and Health Education minor. These include making it available to students to meet with current students enrolled in the minor (38%), hold an information session (33%), and hold a major/minor fair (29%). The other options that would prompt students to enroll in the minor included the opportunity to hold an individual meeting with a professor from the Department of Health in Human Performance (14%), receive informational publications (14%), and “other” which was “Offered it a year ago” (5%). These findings reinforce the suggestions from the focus group that a major/minor fair would be largely beneficial. Moving forward with reaching out to students about the Wellness and Health Education minor, it is important to think about tactics strategically so the most beneficial ones can be used to increase enrollment numbers. By using a combination of tactics, such as the top three suggested ones, the outreach of awareness of the minor is more likely to correlate to an increased enrollment in the minor.
## Crosstabulation I

Are you currently a resident in the Health and Wellness Living and Learning Community? * According to the scale below, how likely would you be to add this minor to your degree?

<table>
<thead>
<tr>
<th></th>
<th>Very Likely</th>
<th>Likely</th>
<th>Indifferent</th>
<th>Unlikely</th>
<th>Very Unlikely</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>1 (5.9%)</td>
<td>3 (17.6%)</td>
<td>6 (35.3%)</td>
<td>2 (11.8%)</td>
<td>4 (23.5%)</td>
<td>1 (5.9%)</td>
<td>17</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Crosstabulation I analyzes how likely students would be to add the Wellness and Health Education minor to their degree based on whether or not they live in the Health and Wellness Living and Learning Community. The data shows that a majority of the respondents (17) were not residents of the Living and Learning Community. Of those 17 respondents, a large portion (35.3%) answered that they were indifferent to adding the minor to their degree. Furthermore, one respondent indicated that they were very likely to add the minor to their degree, while three respondents were likely to add the minor. Unfortunately, all of the respondents who currently reside in the Health and Wellness Living and Learning Community (4) indicated that they were unlikely or very unlikely to add the minor to their degrees.

## Crosstabulation II

Academic year * How have you heard of the Department of Health and Human Performance?

<table>
<thead>
<tr>
<th></th>
<th>Academic Advisor</th>
<th>Academic Advisor, My major falls under the minor</th>
<th>Academic Catalog</th>
<th>I haven't heard of this department</th>
<th>Prof. Resa Walch</th>
<th>Word of mouth</th>
<th>Word of mouth, Academic Catalog</th>
<th>Word of mouth, Academic Catalog, Academic Advisor, I am required to take one of their courses for my major</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2 (100%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4 (80%)</td>
<td>0</td>
<td>1 (20%)</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>0</td>
<td>1 (16.7%)</td>
<td>1 (16.7%)</td>
<td>3 (50%)</td>
<td>0</td>
<td>0</td>
<td>1 (16.7%)</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>1 (12.5%)</td>
<td>0</td>
<td>1 (12.5%)</td>
<td>2 (25%)</td>
<td>1 (12.5%)</td>
<td>2 (25%)</td>
<td>0</td>
<td>1 (12.5%)</td>
<td>8</td>
</tr>
</tbody>
</table>
Crosstabulation II analyzes the awareness of the Human Health and Performance Department in relation to year in college. It is important to first understand that all of the first year student responders have not heard of the department. These first year students had just recently completed their Elon 101 course which shows that they were given little or no information on Elon’s academic departments and, in turn, what each offer. Most of sophomores and half of juniors also responded that they had not heard of the department. However, with senior respondents, a quarter responded that they have not heard of the department and a quarter responded they have heard of the department from word of mouth. 20% of sophomores also heard of the department from word of mouth. This shows that most respondents have never heard of the Health and Human Performance Department and most who have has been through word of mouth.

IV. Implications & Knowledge Gained

Summary of Analysis

This survey revealed important information in relation to its research questions. For example, the survey respondents demonstrated a passion for health and wellness in their everyday lives and careers. However, the results show that students who have already completed two or more classes are already juniors and seniors and therefore “locked into” their degree path, not leaving time to add Wellness and Health Education minor. This an important trend to note, because it illustrate the importance of introducing this minor to students early in their academic careers, concentrating most marketing efforts on underclass students. It may be helpful to not only reach out to first year and underclass students who have a defined interest in Health and Wellness. This can include Health and Wellness LLC members, as well as students that people that enroll for any of the HW classes, and students who show an interest in Health and Wellness through their extracurricular activities.

The survey results also showed that students in these segments are not only interested in but also willing to attending informational events. This could include a meet and greet event with students currently enrolled in the minor, taking parting in a major/minor fair, and hosting other informational events.

Finally, the survey results also found that while it is important for the Department of Health and Human Performance to maintain an active presence on social media platforms, it should not be the main vehicle used to convey information regarding the minor. While most respondents indicated an indifferent response to social media marketing, they showed a much clearer interest in and place more credibility in organized informational events.
V. Shortcomings & Future research

Shortcomings

While the data we collected was reliable, we believe that it could have been a little more robust. We found that our sample size was a limitation from the get-go. We aimed to survey those students who had taken one or more classes that are required for the Health and Wellness minor as well as the Health and Wellness Living and Learning Community. The total population of these students is around 45. While 47% of our sample size responded, all 45 students would have had to respond in order for our research to have reached a truly substantial and accurate level. Due to our small sample size, it was difficult for our research to yield robust results.

Additionally, in conjunction with the limitations that came along with our sample size, the members of the LLC that we had hoped to target did not respond well to the survey. Only 19% of the respondents to the survey were a part of the LLC when we had hoped that they would have made up at least 50% of the total respondents. Only 22% of students who live in the LLC responded to our survey.

Another shortcoming we came across was our use in a few questions of the “check all that apply” option. Because the respondents were marking multiple options, it was harder for us to interpret because it skewed the percentages and made it more difficult to track the respondents’ behavior and preferences.

Lastly, our population was a non-probability sample and therefore our findings cannot be seen as an absolute and true representation of the general student body/population at Elon.

Future Research

The limitations that we came across with our research could have been remedied by making a number of small changes. In a subsequent study, we would have removed the “check all that apply” option. This would have eliminated the problems we ran across while interpreting those particular questions. Additionally, we would have offered more of an incentive to take this survey. With only 21 total respondents, our tactics could have been more aggressive, which we would change in a subsequent study.

We also would have added more incentive for the LLC in particular to take the survey. In the same vein, we would send the survey to underclass students who have taken a class in Health and Human Performance that might have time to add the minor to their degree. Generally, we would have targeted more underclassmen because they are the audience who would have the most relevant insight in why they would choose the Wellness and Health Education minor.
In a subsequent study, we would have surveyed and targeted underclassmen who have shown an interest in Health and Wellness i.e. exercise science majors or members of the public health society.

VI. Appendices
A. Survey Questionnaire

Survey Questions
The following questions were included on the survey. All questions required a response.

1) Under which department does your major(s) (or intended major(s)) apply?
   Check all that apply.
   a) Accounting
   b) Art & Art History
   c) Biology
   d) Chemistry
   e) Computing Sciences
   f) Economics
   g) Education
   h) English
   i) Environmental Science
   j) Exercise Science
   k) Finance
   l) Health and Human Performance
   m) History and Geography
   n) Human Service Studies
   o) International Studies
   p) Management
   q) Marketing and Entrepreneurship
   r) Mathematics and Statistics
   s) Music
   t) Performing Arts
   u) Philosophy
   v) Physics
   w) Political Science/Policy Studies
   x) Psychology
   y) Religious Studies
   z) Sociology and Anthropology
   aa) Sport and Event Management
   bb) World Languages and Cultures
2) **Do you currently have a minor?**
   a) Yes
   b) No
   c) Undecided

3) **If you have a minor, which of the below areas of study does your minor relate to? Check all that apply.**
   a) Art & Art History
   b) Biology
   c) Chemistry
   d) Communications
   e) Computing Sciences
   f) Economics
   g) Education
   h) English
   i) Environmental Science
   j) Exercise Science
   k) Finance
   l) Health and Human Performance
   m) History and Geography
   n) Human Service Studies
   o) Management
   p) Marketing and Entrepreneurship
   q) Mathematics and Statistics
   r) Music
   s) Performing Arts
   t) Philosophy
   u) Physics
   v) Political Studies/Policy Studies
   w) Psychology
   x) Religious Studies
   y) Sociology and Anthropology
   z) Sport and Event Management
   aa) World Languages and Cultures
   bb) I do not have a minor

4) **If you have a minor, what influenced you to select your minor(s)? (Check all that apply)**
   a) Relation to my major
   b) Subject was of interest to me
   c) The opportunity to explore areas outside of my major
d) The minor can further my career  
e) I do not have a minor  
f) Other (response box)

5) Regardless of whether or not you have a minor, where have you received information about choosing a minor?  
a) Elon 101 Course  
b) Academic Advisor  
c) New Student Orientation  
d) Elon Website  
e) Social Media  
f) Other (response box)

6) Both prior to and during your time at Elon University, what types of classes have you taken in the area of wellness and health? (Check all that apply).  
a) High School health classes  
b) Health classes at Elon University  
c) My major relates to health and wellness  
d) My minor relates to health and wellness  
e) I have not taken any health related classes

7) Below is a list of some of the Health and Wellness courses offered at Elon University. Please select all of the courses that you have completed.  
a) GST 285 Perspective in Personal and Global Health  
b) HED 230 Health Promotion- Foundation to Function  
c) HED 235 Inactivity: The Threat of a Modern Lifestyle  
d) HED 350 Program Assessment, Evaluation and Design  
e) EDU 450 Diverse Learners Capstone  
f) GST 324 Substance Abuse and Human Behavior  
g) GST 326 Human Sexuality  
h) GST 406 Perspectives in Women’s Health  
i) EDU 211 School and Society  
j) PEH 211 Foundations of Physical Education and Health  
k) PEH 324 Nutrition  
l) PEH 362 Healthy Living in the Elementary School  
m) I have not taken any of these courses

8) In general, what value do you place on health and wellness (Select one).  
a) High Value  
b) Somewhat High Value  
c) Indifferent
9) **How interested are you in wellness and health education? (Select one).**
   a) Very interested
   b) Interested
   c) Indifferent
   d) Not interested
   e) Not very interested

Recently, Elon University’s Department of Health and Human Performance launched a new minor: Wellness and Health Education. This minor, according to the department, “prepares students to create, deliver, and assess health and wellness programming. The minor focuses on nationally recognized competencies preparing students to sit for the Certified Health Education Specialist exam.”

Consider the following about career opportunities with this minor: "Health education specialists are professionals who design, conduct and evaluate activities that help improve health in a variety of settings including schools, communities, health care facilities, businesses, universities and government agencies. Health education specialists are employed under a range of job titles such as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers (www.nchec.org)."

Based on this information, please answer the following questions.

10) **According to the scale below, how likely would you be to add this minor to your degree?**
   a) Very Likely
   b) Likely
   c) Indifferent
   d) Unlikely
   e) Very Unlikely

11) **Do you feel that this minor would benefit your career path?**
   a) Strongly agree
   b) Agree
   c) Indifferent
   d) Disagree
   e) Strongly Disagree
12) What would you encourage you to enroll in this minor? (Check all that apply).

"The CHES designation signifies that an individual has met the standards of competence established by the National Commission for Health Education Credentialing Inc.(www.nchec.org)." Essentially, this certifies someone to be a health educator.

a. The opportunity to earn a CHES (Certification Health Education Specialist) certification
b. Learning more about health and wellness
c. Incorporating new health and wellness knowledge into my career
d. Taking classes that interest me
e. Complementing my major
f. Exploring interests outside of my major
g. Other (response box)

13) How can the Department of Health and Human Performance encourage you to enroll in the Wellness and Health Education minor? (Check all that apply).

a) Hold an information session
b) Participate in a major/minor fair
c) The opportunity to hold an individual meeting with a professor from the Department of Health and Human Performance
d) The opportunity to meet with current students enrolled in the minor
e) Receiving informational publications
f) Other (response box)

The following questions relate to Elon University’s Department of Health and Human Performance. Please answer the below questions to the best of your ability.

14) Have you heard about the Department of Health and Human Performance?

a) Yes
b) No

15) If so, how have you heard of the Department of Health and Human Performance? (Check all that apply)

a) Elon 101
b) Word of Mouth
c) Academic Advising  
d) Academic Advisor  
e) I haven’t heard of this department  
f) Other (response box)

The following questions relate to how you prefer to receive information. Please answer to the best of your ability.

16) How do you generally receive information about academic program and opportunities at Elon University? (Check all that apply).
   a) Your Academic Advisor  
b) Word of Mouth  
c) E-mail  
d) Social Media  
e) Other (response box)

17) Have you heard about major/minor information sessions?
   a) Yes  
b) No

18) Do you read Student Health 101?
   a) Always  
b) Sometimes  
c) Never  
d) What is that?

For questions 20-22, on a scale from very likely to very unlikely, determine how likely it is that you would click on the link for each message.

19) For the message below, indicate how likely you would be to click on the link.
   a) Very Likely  
b) Likely  
c) Neither likely or unlikely  
d) Unlikely  
e) Very Unlikely
20) For the message below, indicate how likely you would be to click the link.
   a) Very Likely
   b) Likely
   c) Neither likely or unlikely
   d) Unlikely
   e) Very Unlikely

21) For the message below, indicate how likely you would be to click the link.
   a) Very Likely
   b) Likely
   c) Neither likely or unlikely
   d) Unlikely
   e) Very Unlikely

22) Are you currently a resident in the Health and Wellness Living and Learning Community?
a) Yes  
   b) No

23) **Select your academic year at Elon University.**  
   a) First Year  
   b) Sophomore  
   c) Junior  
   d) Senior

24) **Select your gender**  
   a) Male  
   b) Female

Thank you for completing this survey. Your insight is greatly appreciated!

**B. Key**

*Key*  
This key specifically indicates which questions on the questionnaire operationalize each research hypotheses and/or research question. The colors of each question below correspond to each of the survey question above.

*How interested would students at Elon be in adding the Wellness and Health Education minor to their degree?*

*What is the students’ level of interest regarding health and wellness in their everyday lives?*

*What communication methods would be most effective in not only introducing the minor and convincing people to sign up for the minor?*

*Other/Demographic Information*

**C. Link to Survey & Copy of Google Form**

*Link to Survey* [https://docs.google.com/a/elon.edu/forms/d/1RE39NYRGU9-pEEc5VIY1OfcA-wYAhteWO4EffXAARVE/viewform](https://docs.google.com/a/elon.edu/forms/d/1RE39NYRGU9-pEEc5VIY1OfcA-wYAhteWO4EffXAARVE/viewform)
Wellness and Health Education minor

Thank you for taking this survey. This is a project for a Communications course to conduct research for Elon University's Department of Health and Human Performance. This survey should take no more than 5-10 minutes to complete. Please answer each question to the best of your knowledge and ability.

Your participation in this survey is completely voluntary, and you are free to stop responding at any time. All survey answers will be kept confidential.

Continue »

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This form was created inside of Elon University.

Report Abuse - Terms of Service - Additional Terms

Wellness and Health Education minor

* Required

Section Two

Academic Experience at Elon University

The following questions relate to your academic experience at Elon University. Please answer these to the best of your ability.

Under which department does your major(s) (or intended major(s)) apply? Check all that apply. *

- Accounting
- Art & Art History
- Biology
- Chemistry
- Communications
- Computing Sciences
- Economics
- Education
- English
- Environmental Science
- Exercise Science
- Finance
- Health and Human Performance
- History and Geography
- Human Service Studies
- International Studies
- Management
- Marketing and Entrepreneurship
- Mathematics and Statistics
- Music
- Performing Arts
- Philosophy
- Physics
- Political Science/Policy Studies
- Psychology
- Religious Studies
- Sociology and Anthropology
- Sport and Event Management
- World Languages and Cultures

**Do you currently have a minor?**
- Yes
- No
- Undecided

**If you have a minor, which of the below areas of study does your minor relate to? Check all that apply.**
- Art & Art History
- Biology
- Chemistry
- Communications
- Computing Sciences
- Economics
- Education
- English
- Environmental Science
- Exercise Science
- Finance
- Health and Human Performance
- History and Geography
- Human Service Studies
- Management
Marketing and Entrepreneurship
Mathematics and Statistics
Music
Performing Arts
Philosophy
Physics
Political Studies/Policy Studies
Psychology
Religious Studies
Sociology and Anthropology
Sport and Event Management
World Languages and Cultures
I do not have a minor

If you have a minor, what influenced you to select your minor(s)? *
(Check all that apply)
Relation to my major
Subject was of interest to me
The opportunity to explore areas outside of my major
The minor can further my career
I do not have a minor
Other: __________________________

Regardless of whether or not you have a minor, where have you received information about choosing a minor? (Check all that apply). *
Elon 101 Course
Academic Advisor
New Student Orientation
Elon Website
Social Media
Other: __________________________
Both prior to and during your time at Elon University, what types of classes have you taken in the area of wellness and health? (Check all that apply). *

- High School health classes
- Health classes at Elon University
- My major relates to health and wellness
- My minor relates to health and wellness
- I have not taken any health related classes

Below is a list of some of the Health and Wellness courses offered at Elon University. Please select all of the courses that you have completed. *

(Click all that apply)

- GST 205 Perspectives in Personal and Global Health
- HED 230 Health Promotion - Foundation to Function
- HED 235 Inactivity: The Threat of a Modern Lifestyle
- HED 350 Program Assessment, Evaluation and Design
- EDU 450 Diverse Learners Capstone
- GST 324 Substance Abuse and Human Behavior
- GST 326 Human Sexuality
- GST 406 Perspectives in Women's Health
- EDU 211 School and Society
- PEH 211 Foundations of Physical Education and Health
- PEH 324 Nutrition
- PEH 362 Healthy Living in the Elementary School
- I have not taken any of these courses

In general, what value do you place on health and wellness? (Select one). *

- High Value
- Somewhat High Value
- Indifferent
- Somewhat Low Value
- Low Value
How interested are you in wellness and health education? (Select one). *

- Very Interested
- Interested
- Indifferent
- Not interested
- Not very interested

« Back  Continue »
Wellness and Health Education minor

* Required

Section Three

Knowledge of Wellness and Health Education

Recently, Elon University’s Department of Health and Human Performance launched a new minor: Wellness and Health Education. This minor, according to the department, "prepares students to create, deliver, and assess health and wellness programming. The minor focuses on nationally recognized competencies preparing students to sit for the Certified Health Education Specialist exam."

Consider the following about career opportunities with this minor: "Health education specialists are professionals who design, conduct and evaluate activities that help improve health in a variety of settings including schools, communities, health care facilities, businesses, universities and government agencies. Health education specialists are employed under a range of job titles such as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers (www.nchec.org)."

Based on this information, please answer the following questions.

According to the scale below, how likely would you be to add this minor to your degree? *

- Very Likely
- Likely
- Indifferent
- Unlikely
- Very Unlikely
Do you feel that this minor would benefit your career path?*
- Strongly Agree
- Agree
- Indifferent
- Disagree
- Strongly Disagree

What would encourage you to enroll in this minor? (Check all that apply). *
*The CHES designation signifies that an individual has met the standards of competence established by the National Commission for Health Education Credentialing Inc (www.nchec.org).* Essentially, this certifies someone to be a health educator.
- The opportunity to earn a CHES (Certification Health Education Specialist) certification
- Learning more about health and wellness
- Incorporating new health and wellness knowledge into my career
- Taking classes that interest me
- Complementing my major
- Exploring interests outside of my major
- Other: 

How can the Department of Health and Human Performance encourage you to enroll in the Wellness and Health Education minor? (Check all that apply). *
- Hold an information session
- Participate in a major/minor fair
- The opportunity to hold an individual meeting with a professor from the Department of Health and Human Performance
- The opportunity to meet with current students enrolled in the minor
- Receiving informational publications
- Other: 

« Back  Continue »
Wellness and Health Education minor

* Required

Section Four

Elon’s Department of Health and Human Performance
The following questions relate to Elon University's Department of Health and Human Performance. Please answer the below questions to the best of your ability.

Have you heard about the Department of Health and Human Performance? *
- Yes
- No

If so, how have you heard of the Department of Health and Human Performance? *
(Check all that apply)
- Elon 101
- Word of Mouth
- Academic Catalog
- Academic Advisor
- I haven't heard of this department
- Other: [ ]

« Back Continue »
Wellness and Health Education minor

* Required

Section Five

Preferred Communication Methods

The following questions relate to how you prefer to receive information. Please answer to the best of your ability.

**How do you generally receive information about academic programs and opportunities at Elon University? (Check all that apply).**

- [ ] Your Academic Advisor
- [ ] Word of Mouth
- [ ] E-mail
- [ ] Social Media
- [ ] Other: 

**Have you heard about major/minor information sessions?**

- [ ] Yes
- [ ] No

**Do you read Student Health 101?**

- [ ] Always
- [ ] Sometimes
- [ ] Never
- [ ] What is that?
Wellness and Health Education minor

* Required

Section Six

Receiving Messages
For questions 20-22, on a scale from very likely to very unlikely, determine how likely it is that you would click the link within each message.

For the message below, indicate how likely you would be to click the link.

*  
- Very Likely
- Likely
- Neither likely or unlikely
- Unlikely
- Very Unlikely

Want a minor that will further your career? Learn more about the benefits of the Wellness & Health Education minor here: ow.ly/CbmZy
For the message below, indicate how likely you would be to click the link.

- Very Likely
- Likely
- Neither likely or unlikely
- Unlikely
- Very Unlikely

New Wellness and Health Education Minor has Arrived!

Health and Human Performance Department

Oct 29 (1 day ago)

Dear Elon Student,

Are you looking for a minor that will further your career and offer benefits for your future? The newly created Wellness and Health Education minor provides a comprehensive background in sexuality, nutrition, women's health, and the importance of healthy living. The minor complements every major and prepares students for the Certified Health Education Specialist exam (CHES). The minor resides in the Health and Human Performance department.

For more information about this minor, click the following link: owly/Cbm2Y If you have any questions about this new minor, contact Resa Walch at walchr@elon.edu.
Wellness and Health Education minor
* Required

Section Seven

Demographics

Are you currently a resident in the Health and Wellness Living and Learning Community? *
- Yes
- No

Select your academic year at Elon University.*
- First Year
- Sophomore
- Junior
- Senior

Select your gender *
- Male
- Female

 « Back  Continue »
D. SPSS Data Sheet

*Frequency Tables and Crosstabs*

---

| For the Facebook message below, indicate how likely you would be to click the link. |
|----------------------------------|------------------|------------------|------------------|
| Valid                            | Frequency | Percent  | Valid Percent | Cumulative Percent |
| Likely                          | 10        | 47.6     | 47.6           | 47.6              |
| Neither likely or unlikely      | 5         | 23.8     | 23.8           | 71.4              |
| Unlikely                        | 1         | 4.8      | 4.8            | 76.2              |
| Very Likely                     | 1         | 4.8      | 4.8            | 81.0              |
| Very Unlikely                   | 4         | 19.0     | 19.0           | 100.0             |
| Total                           | 21        | 100.0    | 100.0          |                   |
For the email message below, indicate how likely you would be to click the link.

<table>
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<tr>
<th>Likelihood</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Likely</td>
<td>9</td>
<td>42.9</td>
<td>42.9</td>
<td>47.6</td>
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<tr>
<td>Neither likely or unlikely</td>
<td>2</td>
<td>9.5</td>
<td>9.5</td>
<td>57.1</td>
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<tr>
<td>Unlikely</td>
<td>1</td>
<td>4.8</td>
<td>4.8</td>
<td>61.9</td>
</tr>
<tr>
<td>Very Likely</td>
<td>2</td>
<td>9.5</td>
<td>9.5</td>
<td>71.4</td>
</tr>
<tr>
<td>Very Unlikely</td>
<td>6</td>
<td>28.6</td>
<td>28.6</td>
<td>100.0</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

For the Twitter message below, indicate how likely you would be to click the link.

<table>
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<tr>
<th>Likelihood</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
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<td>19.0</td>
<td>19.0</td>
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<td>Neither likely or unlikely</td>
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<td>47.6</td>
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<tr>
<td>Very Unlikely</td>
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