

# *SACSCOC*

## *QEP Impact Report*

*February 2025*



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™

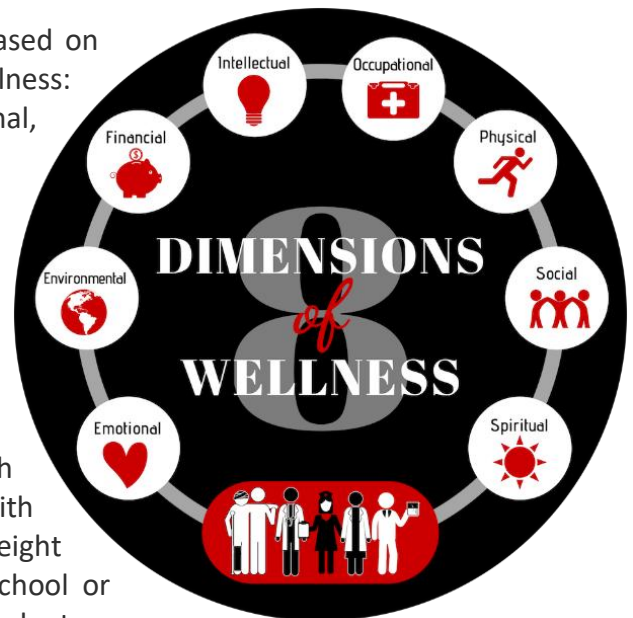
**Texas Tech University Health Sciences Center**  
**Quality Enhancement Plan Impact Report**  
*Well Beyond*

**SECTION I: A BRIEF DESCRIPTION OF THE QEP AS INITIALLY PRESENTED**

As a comprehensive health sciences center, Texas Tech University Health Sciences Center (TTUHSC) seeks to promote the holistic development of its students. In addition to producing health care professionals who are knowledgeable in their fields, our university wants to develop engaged and productive members of society who prioritize self-care and seek to achieve healthy balances across multiple dimensions of their lives. For these reasons, TTUHSC'S Quality Enhancement Plan (QEP), *Well Beyond*, focused on student wellness with a specific emphasis on emotional wellness and emotional intelligence. This is central to TTUHSC's mission to enrich the lives of others by educating students to become collaborative health care professionals and provide excellent patient care. This topic was identified after a thorough planning and evaluation process involving faculty, staff, and students across campus through the use of surveys, strategic planning processes, and data from TTUHSC counseling services.

To accomplish this, TTUHSC designed a model of wellness, based on common wellness models, that utilizes eight dimensions of wellness: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual.

To achieve the objective of the *Well Beyond* QEP, five strategies were identified for implementation. They were: (1) an online module describing the eight dimensions of wellness and strategies for enhancing wellness, to be completed by all students; (2) incorporating the book, *Emotional Intelligence 2.0*, into select courses by TTUHSC faculty in each of the schools; (3) educational programming events with topics aligned with various aspects of emotional wellness; (4) a wellness website with resources for promoting student wellness across the eight dimensions of wellness; and (5) internal grants to support school or institutional activities that promoted the wellness of TTUHSC students.



The QEP was overseen by two Co-Directors whose role was to manage the implementation and ensure timely progress and achievement of the plan. In the beginning of the *Well Beyond* initiative, a steering committee was assembled consisting of 15 faculty and staff representing each of the five<sup>1</sup> TTUHSC schools and other institutional divisions. This committee worked closely with the QEP Co-Directors to oversee the implementation of the five strategies identified above. The expertise and dedication of the steering committee members, some of whom served for the entire duration of the QEP, proved invaluable for its success.

---

<sup>1</sup> The Julia Jones Matthews School of Population and Public Health was founded in 2022 and was not included in the QEP proposal. Students from this school were provided opportunities to participate in select QEP initiatives for the remainder of the QEP's duration.



## SECTION II: A SUCCINCT LIST OF THE INITIAL GOALS AND INTENDED OUTCOMES OF THE QEP

Although we strive continuously to improve traditional indicators of student success, TTUHSC also seeks to promote the personal and professional development of its students. Through the *Well Beyond* initiative, the primary intended outcome of the QEP was for students to learn to achieve healthy balances in their lives and cultivate appropriate strategies for responding to their emotions. Ultimately, we desired for graduates to be better equipped to persevere through challenges not only as students, but as future health care professionals and researchers. As such, *Well Beyond* included the following student learning outcomes that represent the knowledge, skills, and/or attitudes that a student is expected to demonstrate before completion of a TTUHSC academic program:

1. Students will be able to differentiate eight<sup>2</sup> dimensions of wellness and identify potential strategies to enhance wellness within each dimension.
2. Students will be able to distinguish the four domains of emotional intelligence and categorize the skill associated with each domain.
3. Students will be able to apply appropriate strategies for enhancing emotional intelligence.

## SECTION III: A DISCUSSION OF CHANGES MADE TO THE QEP AND THE REASONS FOR MAKING THOSE CHANGES

It is important to acknowledge that the COVID-19 pandemic occurred during the first year of the QEP, causing many changes, disruptions, and challenges for implementation. However, the QEP Co-Directors, Steering Committee, and TTUHSC leadership remained committed to the wellness model and the importance of wellness education for TTUHSC students. There was discussion to narrow the focus to specific mental health initiatives, but *Well Beyond* was developed based on holistic development of student. We stayed the course of the original proposal and made a few minor changes as necessary.

**Educational Programming Events.** One change that was made to the QEP involved the way in which students attended educational programming events. The plan was to offer events that students could attend in person in one location and virtually by students on other campuses or in online programs. However, the COVID-19 pandemic caused all educational opportunities at the university to be offered virtually, including QEP educational programming events. Even after some in-person attendance at events was permitted, we continued to offer the educational programming events virtually since the need to socially distance severely limited the number of individuals who could attend.

**Emotional Intelligence Assessment.** Another change that was made to the QEP concerned the decision not to insist on the exclusive use of the book, *Emotional Intelligence 2.0*, by faculty in the TTUHSC schools. Although a few instructors chose to use the book with their students, several faculty members opted to use an alternative model of emotional intelligence. The most widely-used model by TTUHSC faculty was the *EQ-i 2.0* model. Whereas *Emotional Intelligence 2.0* utilizes a four-domain model of emotional intelligence, the *EQ-i 2.0* model has five dimensions consisting of 15 elements, which, in the opinion of the faculty who employed it, was a more

---

<sup>2</sup> The Executive Summary for the QEP indicates there are six dimensions of wellness. This was an error in the summary. Eight dimensions of wellness were included in the original proposal and measured for this QEP.

robust model of emotional intelligence. Both models were included in our emotional intelligence online modules as an introduction to the emotional intelligence concept.

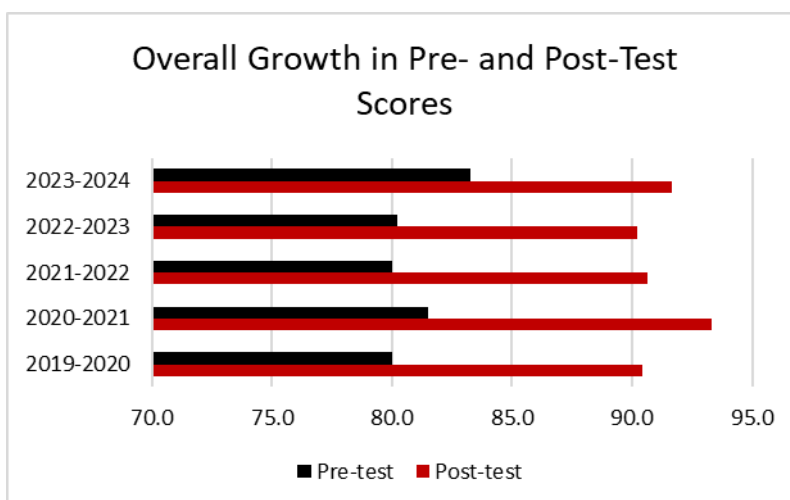
Furthermore, our QEP offered additional co-curricular opportunities for students to take the *EQ-i 2.0* assessment and/or participate in seminars in which the 15 elements of that model were presented, discussed, and applied. This addition was not identified in the original proposal, but steering committee members recognized the need to offer more in-depth emotional intelligence education to students who were interested in participating. QEP-funded seminars were offered to all TTUHSC students as an opportunity to more thoroughly explore emotional intelligence elements, discuss how elements interact with each other in everyday life, and identify elements of emotional intelligence in others.

#### **SECTION IV: A DESCRIPTION OF THE QEP'S IMPACT ON STUDENT LEARNING, INCLUDING THE ACHIEVEMENT OF GOALS AND OUTCOMES, AND ANY UNANTICIPATED OUTCOMES**

##### **WELLNESS MODULE**

As noted earlier, an online module describing the eight dimensions of wellness, as well as methods for enhancing wellness, was one of the five strategies identified for achieving the goals of the QEP. This module links directly to Student Learning Outcome 1 and Student Learning Outcome 2, where students are first introduced to the concepts of wellness and emotional intelligence. The module, developed by TTUHSC, was included with the Interprofessional Education modules that all students at the university must successfully complete, regardless of their school or program. The QEP module included a pre- and post-test, and a score of 70 was required in order to pass the module.

As the following graph shows, TTUHSC students demonstrated overall growth on average between taking the pre-test, completing the online module, and taking the post-test. This indicates that Student Learning Outcome 1, being able to differentiate the eight dimensions of wellness and identify personal strategies to enhance wellness within each dimension, and Student Learning Outcome 2, being able to distinguish the four domains of emotional intelligence and categorize the skills associated with each domain, were both met.



Additionally, greater than 97% of students scored >70 on the QEP module post-test all five years of the QEP, further indicating that the first and second student learning outcomes were met.

Percentage of Students Scoring >70 on QEP Module Post-Test	
2019-2020	98.26%
2020-2021	99.47%
2021-2022	98.33%
2022-2023	97.83%
2023-2024	98.78%

## EMOTIONAL INTELLIGENCE ASSESSMENT

Although we deviated from our initial plan to incorporate the book, *Emotional Intelligence 2.0*, into courses within the curriculum of our schools, we feel that we were able to make an impact by introducing many TTUHSC students to one of the existing models of emotional intelligence and also by giving them the opportunity to take the *EQ-i 2.0* assessment. Linked directly to Student Learning Outcome 3, students will be able to apply appropriate strategies for enhancing emotional intelligence, when emotional intelligence was included in a course, students were asked to write a reflection paper detailing what they learned and how the information could be applied. Excerpts from those reflection papers are included below:

*"Since I've done the self-assessments, I have taken some of the information and have tried to improve on my perceived weaknesses. I have challenged myself to be conscious of what has been identified as a weakness and make attempts to grow in the group setting. I continue to self-reflect and self-explore trying to learn on how to become a better leader and a better mentor to my staff."*

- Doctor of Nursing Practice Student (Graduate Program)

*"I really need to work on my flexibility element of emotional intelligence. I have always known this about myself but have never had the language to assign to it. Learning about emotional intelligence and where my strengths and weaknesses lay. The first part of strengthening this area is simply to know that it's an area of struggle. I think as I am more aware of my lack of flexibility in professional settings, I can improve over time. I can work to hear others' ideas and incorporate them. I can tell myself that if something does not go according to plan, then it is still ok. I can try to go with the flow and understand that doing so could be to everyone's benefit."*

- Bachelor of Science in Healthcare Management Student (Undergraduate Program)

## EDUCATIONAL PROGRAMMING EVENTS

Educational programming events were another strategy used to achieve our QEP's goals and were an assessment for SLO 3. The Office of Interprofessional Education (IPE) schedules events that give students the opportunity to earn required IPE credits. We collaborated with the Office of IPE on several events offered during the QEP by adding an emotional wellness or emotional intelligence component to those events. The first such event was the 2019 IPE Fall Symposium with the theme, "Building Resiliency for Interprofessional Practice: A Healthier, Happier You." This event was held on six TTUHSC campuses with participation across all schools. Approximately 1,800 faculty, residents, staff, and students attended the morning session and just under 1,800 students and faculty facilitators participated in the afternoon IPE learning activity. The symposium featured keynote speakers who discussed the importance of wellness, including strategies and tools to prevent and reduce the impact of secondary trauma in individuals and teams, as well as a moderated IPE case-based learning

activity for interprofessional teams of students along with a roles and responsibilities team-building activity. Students participated in a survey at the end of the symposium and, overall, students were satisfied or very satisfied with the IPE learning activity.

Additionally, over the five years of the QEP, a total of 15 presentations hosted by the QEP on emotional wellness topics were offered to TTUHSC students. All but one of the presentations were synchronous events. Some were given by TTUHSC faculty or staff, while others featured outside speakers. A few of the presentations were:

- *A Healthier, Happier You: Manage Stress, Prevent Burnout, and Live a Resilient Life* (2019);
- *Emotional Wellness and Self-Care: Balancing 'You' in a Multicultural and Pluralistic Society* (2020);
- *The ROI of EI and YOU* (2021);
- *Integrating Self-Care Strategies Using the 8 Dimensions of Wellness* (2022);
- *Connectedness: Cultivating Well-Being, Belonging, and Resilience in Teams* (2022); and *Let's Talk Emotional Wellness: The Key to Living, Loving, and Working Well Beyond* (2023).

A highlight of QEP educational programming was hosting Dr. John Delony, best-selling author, mental health expert with Ramsey Solutions, and host of the Dr. John Delony Show. Dr. Delony spoke to our students about how to navigate decisions, improve relationships, and believe in their worthiness of being well.

The QEP also encouraged other departments and programs to host wellness presentations. Presentations included panel discussions hosted by the Office of the President, a regular web-series on wellness topics hosted by the Department of Human Resources, and mental-health topic discussions hosted by the TTUHSC Counseling Center. Many individual schools and departments hosted their own programming for students, designed to meet the specific needs and experiences of students navigating their academic experiences.

### **LIVE WELL WEBSITE**

The QEP website that we developed, *Live Well* (<https://www.ttuhsu.edu/live-well>), also impacted student wellness. As proposed, the initial version of the website, launched in 2021, included content related to students' emotional wellness and available resources, such as the TTUHSC Counseling Center and a self-help wellness resource called Therapy Assistance Online. The website was expanded in early 2023 to include tips and strategies for all eight dimensions of wellness. QEP wellness presentations were also housed on the *Live Well* website. Monthly analytical reports were received to show the traffic the website received. Total page views increased by 338.3% from FY 2022 to FY 2024, with a 307.5% increase between 2022 to 2023. Pages with the highest increase in views between the creation of the website and the end of the QEP were Emotional (868.9%), Intellectual (192.9%), and Environmental (140.0%). This data indicates that TTUHSC students are actively seeking wellness resources and are interested in understanding wellness and implementing wellness strategies. Data from this measure support achievement of SLO 3.

<i>Live Well Website Views (by Webpage)</i>			
	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>
<b>Homepage</b>	327	1,236	1,228
<b>Resources</b>	95	337	410
<b>Student Resources by Campus*</b>	-	275	250
<b>Emotional</b>	74	246	643
<b>Environmental</b>	45	96	63
<b>Financial</b>	54	110	71
<b>Intellectual</b>	56	85	108
<b>Occupational</b>	58	83	41
<b>Physical</b>	61	93	64
<b>Social</b>	58	71	31
<b>Spiritual</b>	52	74	68
<b>Total</b>	<b>880</b>	<b>2,706</b>	<b>2,977</b>

*\*This page was initially published in November 2022.*

## INTERNAL GRANTS

The availability of QEP internal grants also made an impact on students' wellness. The purpose of the QEP internal grants was to fund projects and programs that would contribute to the wellness of TTUHSC students. Internal grants were used as an assessment measure for SLO 3. We began awarding internal grants during the third year of the QEP (2021-2022) and faculty, staff, and students were encouraged to apply. The number of projects funded and the total amount of funding provided in each cycle is as follows:

- **Cycle One (2021-2022)** – Four internal grants awarded, totaling \$3,250 in funding
- **Cycle Two (2022-2023)** – Three internal grants awarded, totaling \$3,000 in funding
- **Cycle Three (2023-2024)** – Eight internal grants awarded, totaling \$5,700 in funding

Projects funded through QEP internal grants included:

***“QPR Suicide Prevention Gatekeeper Training for School of Nursing Behavioral Intervention Team Members”***– training School of Nursing staff in staff in Question, Persuade, Refer (QPR), an evidence-based approach to suicide prevention, so that they can train Behavioral Intervention Team (BIT) members who work with at-risk students.

***“Promoting Wellness among Interprofessional Health Sciences Center Students through a Digital Badging Program”*** – exploring the use of a digital badging program to motivate and encourage health professions students to participate in an optional, web-based multifactorial wellness program.

***“Art Therapy Workshop for Medical Student Wellness”*** – promoting student well-being in the TTUHSC School of Medicine through workshops offering art therapy techniques.

A particularly impactful grant was called, *“Soul Hacks Series: A Wellness Initiative for the Edification of TTUHSC PA Students.”* This project aimed to create a culture of wellness within the Master of Physician Assistant Studies (MPAS) program through a biweekly wellness series that included journaling insights and experiences. In the

required follow-up report, project leaders indicated that many students chose to attend all optional sessions and that the wellness series was a beneficial part of their curriculum. This program's faculty members engaged in conversations with other programs to compare student wellness initiatives and exchange ideas. The program plans to continue pursuing these types of relationships to benefit not only the students of the MPAS program, but also to positively impact as many students within the institution as possible.

## UNANTICIPATED OUTCOMES

**School-Specific Impact.** An unanticipated outcome of the *Well Beyond* QEP is the concerted effort that each of the TTUHSC schools has made to promote the wellness of their students. Although concern for the wellness of their students always existed, it is apparent that the institution's commitment to student wellness through its QEP inspired each school to do much more on its own to enhance the wellness of its students. This emphasis on students' wellness has led many of the schools to direct critical resources toward training faculty and staff in the *EQ-i 2.0* model of emotional intelligence. The following paragraphs detail examples of what the TTUHSC schools have done to promote the wellness of their students during the five years of the QEP.

The TTUHSC School of Nursing (SON) built a Wellness Office for students, faculty, and staff with the purpose of promoting the school's culture of wellbeing. The Wellness Office provides ongoing support, education, and training across all the dimensions of wellness. To further support student wellness, SON developed an algorithm for student referrals to the Wellness Office to address needs of various kinds. By the end of the QEP, the office was receiving as many as 175 student referrals per semester. Other wellness resources for students provided by the school include QPR (Question, Persuade, Refer) and Mental Health First Aid, among others. SON has also strongly emphasized emotional intelligence for its students. The school's Traditional Undergraduate Program introduces the *EQ-i 2.0* model to all of its students and has two guest speakers each semester who provide presentations on emotional intelligence in nursing. Students in the SON doctoral program use the *EQ-i 2.0* leadership assessment and incorporate the model's five composites and 15 elements into three of their courses.

The TTUHSC School of Medicine (SOM) began including presentations on wellness within the Patients, Physicians, and Populations (P3) course taken by all first- and second-year medical students. The presentations include case-based discussions of problem-solving strategies and incorporate emotional intelligence dimensions. In addition, there is a monthly "TechCheck" wellness discussion of a scenario pertinent to students' wellness. Students in the P3 course have the option of participating in an Honors Project, many of which target student wellness issues such as the impact of sleep, nutrition, caffeine consumption, and support systems on students' wellness. Third- and fourth-year medical students have also attended presentations on emotional intelligence that included the opportunity to take an *EQ-i 2.0* assessment.

The TTUHSC School of Health Professions (SHP) has incorporated emotional intelligence training into all New Student Orientations, thereby enabling students to better understand and manage their own emotions, communicate empathically with patients, and collaborate more efficiently in team-based care settings. SHP also offers presentations to students on the various dimensions of student wellness, using the QEP multi-dimensional wellness model. Additionally, SHP provides emotional intelligence and wellness training to faculty and staff, equipping them to understand and manage their own emotions, which can lead to a more positive and supportive learning environment for their students.

The TTUHSC School of Pharmacy (SOP) has been a leader in promoting emotional intelligence education and training for its students, which is a primary objective of the *Well Beyond* QEP. Beginning in Fall 2020, SOP began using the *EQ-i 2.0* model of emotional intelligence to teach emotional intelligence strategies to enhance



students' grit, resilience, and wellbeing. Three faculty and one staff were certified in the model and all SOP students in the 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> professional year classes completed the *EQ-i 2.0* assessment and were provided an overview of emotional intelligence, followed by a detailed description of the five composites and 15 elements of the model. In Spring 2021, additional emotional intelligence presentations were given and students were encouraged to create action plans focused on enhancing their emotional intelligence in one or two of the *EQ-i 2.0* elements. Beginning in Fall 2021 and continuing to the present, SOP incorporated emotional intelligence training and activities into six courses across the Pharmacy curriculum.

The TTUHSC Graduate School for Biomedical Sciences (GSBS) has offered several wellness presentations to their students. These presentations, which utilize either internal or external speakers, are attended by all GSBS students. GSBS also hosts monthly meetings for students with their dean and issues of student wellness are often discussed and considered.

**Counseling Services Utilization.** Included in the unanticipated outcomes of the QEP is the increase in counseling services utilization by students. During the five years of the QEP, students' utilization of mental health and wellness resources at our university increased significantly. We believe that is both directly and indirectly attributable to the *Well Beyond* initiative at TTUHSC. One indicator of students' increased awareness of their mental health and the resources available to them is the number of counseling sessions that students received through the Program of Assistance for Students which the university provides to promote student wellness. The following chart shows the utilization of counseling services by TTUHSC students during the five years of the QEP. For comparison, data from the year prior to the beginning of *Well Beyond* is also included. The data shows a 150.4% increase in counseling service utilization from pre-QEP to Year 5 of the QEP, with the largest increase occurring in FY 2022 (177.4%).

Counseling Services Utilization by Fiscal Year	
YEAR	TOTAL
<b>FY 2019</b> (Pre-QEP)	1,089
<b>FY 2020</b> (QEP – Year 1)	1,357
<b>FY 2021</b> (QEP – Year 2)	1,601
<b>FY 2022</b> (QEP – Year 3)	1,932
<b>FY 2023</b> (QEP – Year 4)	1,765
<b>FY 2024</b> (QEP – Year 5)	1,638

## SECTION V: REFLECTION ON WHAT THE INSTITUTION HAS LEARNED AS A RESULT OF THE QEP

First and foremost, TTUHSC is proud of its ability to implement an ambitious QEP, especially at a time when mental health was at the forefront of many conversations nationwide. There is a need to be adaptable when implementing such a broad topic and TTUHSC allowed the QEP to evolve and grow while still staying true to its original intent of focusing on the wellbeing of the student. As a health sciences center, TTUHSC has an obligation to produce competent physicians, nurses, pharmacists, allied health professionals, researchers, and public

health experts. However, of equal importance, TTUHSC seeks to develop happy, healthy, and resilient individuals who can work well with others, balance their personal and professional lives, and enjoy long careers in highly stressful, but rewarding professions.

Throughout this process, one of the first lessons was on the importance of being flexible and adaptable as changes needed to be made to the original plan. The COVID-19 pandemic caused some challenges in how educational programming events needed to be offered, but also reinforced the need for this type of programming for our student population. The QEP has also helped build and maintain strong relationships across campus due to the implementation of programming and partnerships with departments and schools, evidenced by the unanticipated outcome of school-specific initiatives that occurred as a result of this QEP.

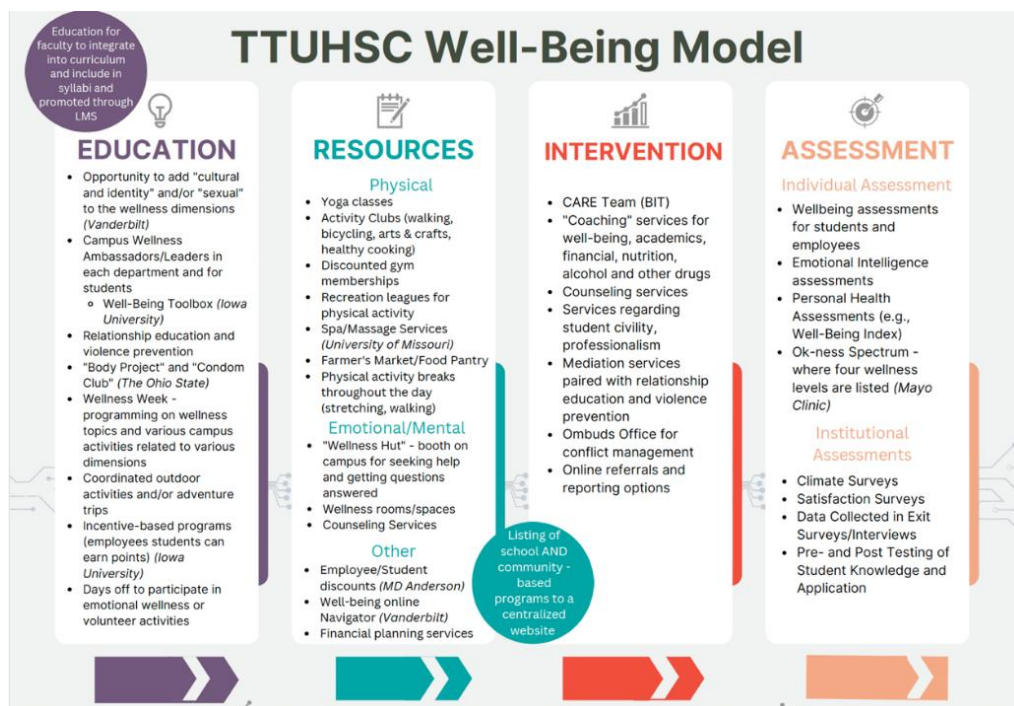
Through the *Well Beyond* initiative, students learned the importance of achieving healthy balances in their lives and cultivated strategies to responding to their emotions. The long-term impact will be health care professionals who are better equipped to persevere through challenges in their future careers. In a post-event survey issued to participants of educational programming events, responses to the question, “How might further developing your Emotional Intelligence skills benefit you in your professional life?” included:

*“It will allow me to build trusting and long-lasting relationships and great rapport with those around me. It will also help to keep me grounded in my thinking and be more aware of myself.”*

*“It will make me a better leader and able to better handle diverse persons in the workplace and my personal life.”*

*“It will help me self-reflect on my practice and my interactions with team members and patients.”*

Throughout the five-year initiative, TTUHSC saw the benefit of focused wellness resources for students as they navigated rigorous academic programs and was thereby affirmed by students participating in the various QEP strategies. As the QEP Steering Committee led the course of QEP implementation, they developed a four-tiered TTUHSC Well-Being Model recommended to serve as the focus for institution leadership to continue its commitment to student well-being beyond the initial five years.



Despite the challenges that presented during the duration of our QEP, the project undoubtedly had a positive impact on the TTUHSC community. The *Well Beyond* initiative helped drive positive change aligned with our mission to enrich the lives of others by educating students to become collaborative health care professionals and prepare the graduate for life. Continuation of the project will allow us to broaden the implementation of mental wellbeing programming and embed it more readily into the culture of TTUHSC.

TEXAS TECH UNIVERSITY



HEALTH SCIENCES CENTER™