All is Well in FSL: A Student-Centered Approach to Wellness Programming
Introductions

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1. Learning Outcomes
2. Context/Relevance
3. The Wellness Series
4. 3 Years of Implementation
5. Program Design Practice
6. Questions
Learning Outcomes for Presentation

1. Educate participants on the 9 Dimensions of Wellness and how this model can be implemented on a campus-wide level.
2. Explain the Wellness Series programing model, discuss how this model is transferable to other communities and share ways to troubleshoot and overcome challenges when implementing the model.
3. Engage participants in a program design process to help them envision how they would replicate this programming model on their campus.
The definitions of the Nine Dimensions of Wellness, which originated at The Ohio State University, are ideals, not standards or fixed goals. They illustrate what wellness in each dimension looks like in everyday college life.

- Physical
- Emotional
- Creative
- Environmental
- Financial
- Occupational
- Intellectual
- Social
- Spiritual
How did we get here?

- February 2017
  *Temporary suspension on all Fraternity Life activities.*

- Solution Summit in Spring 2017

- Fall 2017 and beyond
Implementation

1. Chapter members take Wellness Survey
2. Chapter conducts focus group
3. Task Force takes place
4. Programming is executed
5. Chapter retakes Wellness Survey
Collaboration

**Planning Stage**
- Center for Career and Life Planning*
- Alumni Relations
- Wellness Center*
- Center for Inclusion and Campus Involvement
- Faculty

*Indicates department that sits on all Task Force Meetings

**Programming Stage**
Chapters worked with 20 program/focus group facilitators from a wide range of departments including Student Affairs Staff, Faculty, and a Vice President.
Data Points for 2018–2019 Academic School Year

- Chapters had **142** combined learning outcomes with measurable results
- **35** programs were executed out of **37** planned.
- **10/11** chapters fully completed WS programming.
- **120/142** learning outcome questions had a **50%** or higher when fully achieving the goal established.
- Average survey response rate for all **11** was **23**. Highest average response rate was **39**, lowest was **9**.
- 5 chapters had 4 programs to complete, 5 chapters had 3 programs to complete and 1 had 2 programs to complete
Chapter identified Occupational Wellness as one of their issues. The focus group revealed a divide on how this was impacting the chapter based on class year.

Attendees were divided based on experiences determined by a pre-program survey, the Purple track (Starting their professional development) and the Gold track (more advanced members).

Summit began with an Alumni Panel that all members attended focused on translating their passions into viable career paths.

Each session was tailored to the needs obtained through the pre-program survey and led by a CLP Professional Staff Member. We had general learning outcomes and specific learning outcomes for each track.

Setting was in the MBA building and we asked members to wear professional clothing and had coffee and pastries available.
3 Years of the Wellness Series

- Challenges Faced
- Lessons Learned
- Limitations
- Next Steps
Activity: Wellness Series Program Design Institute

Note: While Rollins College uses this model for FSL/Athletics -- it can be applicable to any student group.
Sample data and focus group notes
Program Presentations
Questions?