



Counseling and Psychological Services
Wellbeing Workshops Evaluation of Student Learning Outcomes
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: 2018-2019

Date of Report: June 2019

Purpose of Assessment

The wellbeing workshops provided students experiential learning to increase their understanding of their wellbeing and teach coping strategies to promote healthy lifestyles. Ten wellbeing workshops, and 113 sections, were offered during the Fall 2018 and Spring 2019 semesters to support the DSA strategic plan goal 2- *Create a caring environment where all students thrive*, and objective 2.3. *Develop a campus-wide culture of health and wellbeing that emphasizes self-care, healthy lifestyle, and resilience of students*. The workshops were intended to be easily accessible to all students. Each topic was offered at varying times and did not require pre-registration. The workshop evaluation survey assessed student experiences and satisfaction after participating in a wellbeing workshop. The student learning outcomes assessed indirectly with a five point likert scale included: the student's agreement the workshop helped them understand the wellbeing topic, their agreement they were provided helpful strategies, and their overall satisfaction with the workshop. The student learning outcomes that were assessed directly through open-ended questions included: listing what they learned about the topic and listing the strategies they plan to use.

Division Learning Outcome Model Leaders - intentional learning

Targeted Learning Outcome

Through intentional learning, students take an active role to employ self-knowledge of the social and cognitive factors influencing their learning, and engage in ongoing reflection and exploration for the purpose of personal development. Two targeted student learning outcomes were assessed in the area of intentional learning. First, students who participated in a wellbeing workshop will gain understanding of the wellbeing topic presented, and will list the specific knowledge gained. Second, students will learn helpful strategies to deal with the topic, and will state strategies they plan to use.

Assessment Methodology

A wellbeing workshop evaluation was designed as an anonymous questionnaire. In addition to the targeted learning outcomes, the survey asked how students learned about the workshop, and two five point likert items (ranging from strongly agree to strongly disagree) asked students to rate the helpfulness of the materials and their satisfaction with the workshop. Demographic information requested included gender, sexual orientation, race/ethnicity, and class standing. At the completion of the workshop, the facilitator handed out the optional workshop evaluation and asked the students to turn in completed surveys to the counseling front desk area to prevent undue influence. The students did not receive incentives for participation. Completing the survey did not pose risk factors to the participants, on the other hand, it provided an additional opportunity for the students to intentionally reflect on their learning.

Results

An 81% response rate led to a survey sample of 201 respondents out of 247 workshop participants. The following table summarizes the identity characteristics of the sample.

Gender		Sexual Orientation		Race/Ethnicity		Class Standing	
Man	20%	Heterosexual	81%	African American/Black	4%	First-year	10%
Woman	77%	Lesbian	0%	American Indian/Alaska N.	0%	Sophomore	7%
Transgender	1%	Gay	3%	Asian American/Asian	24%	Junior	35%
Self-Identify	2%	Bisexual	6%	Caucasian/White	13%	Senior	40%
		Questioning	4%	Hispanic, Latinx, Latina/o	48%	Graduate	5%
		Self-Identify	5%	Native Hawaiian/Pacific Isl.	2%	Other	3%
		No response	1%	Multi-racial	6%		
				Self-Identify	3%		

Quantitative Results

97% of participants Agreed or Strongly Agreed that the workshop materials were helpful and relevant to the topic. 98% of students Agreed or Strongly Agreed that the workshop helped them understand this topic.

95% Agreed or Strongly Agreed that the workshop gave them helpful strategies to deal with this topic. 94% Agreed or Strongly Agreed that they were satisfied with the workshop overall.

Qualitative Results

A majority of participants provided responses to the direct assessment questions. With the goal of measuring actual student learning, students were first asked to list knowledge gained about the wellbeing topic (98% of participants provided direct responses); Second, students were asked to list strategies they planned to use (96% of participants outlined their plans); and third, 70% of students provided additional comments on how the workshop contributed to their wellbeing and/or ability to focus on school.

Examples of Direct Assessment Results

Things I learned about this topic:

"I learned ways to help me focus on my current self and let other past thoughts pass through"

"My own communication style and how to be aware so that I will improve"

"What I feel is normal and I'm not crazy"

"Self-care is essential and not selfish, there are many healthy ways to cope with stress"

Strategies I plan to use:

"Accept feelings, let them pass, ask why I'm feeling a certain way"

"The imagining of myself and confirming that I am human and will make mistakes and not to be hard on myself. I will use the five finger positivity, and the image of people putting chains but having power to let them go"

"Stop assuming and advising. Communicating assertively when I don't like something instead of passively"

"Assess my thoughts and feelings, breathe, think about why I make decisions and whether they aim at my goals"

Anything else you would like to tell us about how this workshop contributed to your wellbeing and/or your ability to focus in school:

"Anxiety is hard to control which makes it hard to focus in class and do my work, this workshop helps me acknowledge my emotions without battling myself"

"Forgiving myself has been the hardest thing to do. I don't believe in myself and this helped me have a conversation with myself and really let go of negativity so I know I am able to graduate"

"Being more aware to prioritize my self and needs"

Conclusion

The data collected indicate that the Wellbeing Workshops offered by CAPS met the outlined intentional learning outcomes evidenced by direct and indirect outcome data. The student participants reported high levels of satisfaction and plans to apply their learning to support their wellbeing.

Implications for Practice

The results support the continued provision of counseling and workshop offerings to the student body at Cal Poly Pomona.

Closing the Loop

Findings will be used to enhance the wellbeing workshops and to enhance outreach, for example, using the findings in marketing and social media campaigns as well as outreach to first and second year students.